



French teacher at work: an endangered species? This photograph is from an exhibition of schools pictures by Tim Kidd, at the Stills Gallery, Edinburgh, from this weekend.

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Library service being wiped out by spending cuts

The local authority schools library service, an important back-up to individual school libraries, is proving one of the prime targets for cuts. This is yet

another blow to book provision in schools, already at a very low level in some areas, and criticized recently by HMI. Biddy Passmore reports.

Council loans are scrapped

The schools library service, already being wiped out entirely in some parts of the country because of spending cuts. In Solihull, West Midlands, the service has only just been partly restored after months of suspension. The local authority's policy of freezing vacant posts until they are proved essential caused a total shut-down. First the school librarians resigned and then her senior assistant left.

The resignations left the service with no central staff and no prospect of replacements. An outcry from Solihull teachers when the most valued part of the service—loan of project materials to schools—was abandoned. The other part of the service—block loans in school libraries—was finally scrapped as well.

The gap has now been partly filled. After months of deliberation, the council has decided to appoint a new school librarian. However, the new librarian will only be able to run the project service on her own; it has not yet been decided whether she will have an assistant. This means that school libraries in the area will become increasingly out of date since they cannot afford new books when allowances are being cut.

In Nottinghamshire, the position

is even worse. Even before the present cost-cutting Government came to power, the authority had decided to make a 100 per cent cut in the school library budget for 1979-80. Provision for future years has not yet been decided. And all five schools will have gone by the end of 1979, leaving schools on split sites with library provision for only half the schools.

Even before the present round of cuts, the school library service varied widely from one L.A. to the next. Intended to supplement and enrich basic library materials in schools, it may simply consist of a loan service, but many schools also include a project service, under which boxes of books and background material on a particular subject will be sent to schools on request.

The best schemes run exhibitions where teachers may choose which books they wish to borrow and some include a purchasing scheme, which enables schools to buy books at discount prices. The service is generally run closely with the local inspectorate.

Most county councils run a schools library service but some metropolitan districts, such as Birmingham, do not—on the grounds that the public library service should be adequate to fill any gaps.

Shortage of language staff reaches 1,600

by Bob Doe

The shortage of foreign language teachers is getting worse in spite of the overall surplus of teachers, according to a survey published this week by the Modern Languages Association.

Virtually every local authority in the country that answered the MLA's questionnaire is finding it increasingly difficult to staff school language departments adequately. Only two out of 63 English and Welsh authorities said they had not experienced any difficulties, and one of these had in any case frozen all vacancies as an economy measure.

Recent figures released by the Department of Education and Science show that schools are short of 1,600 language teachers.

The MLA survey, in the association's latest journal, says desperate measures have been taken in some areas to alleviate the problem. These include cutting out languages altogether for some children—using temporary, part-time or unqualified staff and generally lowering standards.

The difficulties in staffing are not limited to tough or unpleasant areas. Even two pleasant rural counties are having problems. Schools without sixth forms are the hardest to staff and "minority" languages such as Russian and Italian are particularly badly hit.

From the various teacher training institutes, the MLA found that about 1,150 students were expected to qualify as language teachers in 1979. In the next three years this number would fall, however. *Modern Languages*, Vol LX No 4, Price £1.50 from the Modern Languages Association, 24a Highbury Grove, London N5 2EA.

مكتبة من الأصل

Platform

Edward Blishen on the revelations granted a literary man who fell among literary infants



Ripping yarns

I'd talked to the juniors, the infants, the briefest of meetings. The reasoning was that, since practically everything seemed to them unlikely, they would not know how to denigrate any particular announcement about the fact that I was a writer. Best, then, to keep it short because, talking in schools, I do very much depend on amazement.

In fact, almost at once, in their little room, they abandoned the sitting-crossed-legged position for the frankly lying-flat-on-the-floor position. Some of them, taking care to smile at me in a kindly fashion, puffed and blew and panted. I saw that it was already, after 20 seconds or so, a bit much.

"I write stories," I said, chuckling at the absurdity of it. They chuckled back, most of them seemed to be pinching the making of hideous faces. "What sort of stories do you like?" I asked, carefully giving the question a careless quality. When a very little girl at the back of the class, with the greatest possible clarity, "I like mummy stories." And collapsed. What I've most enjoyed about touching since I gave it up is the verbal freshness and unpoisonedness of children. It's partly why I enjoy the visits I make under our local area's association of Writers in Schools scheme. It's only in a primary school that you'll find that old word "mummy" being used as if it had never lost its value. It's mummy there that someone would say to you, as someone said to me recently, "What I'd like to know is how you became an author."

The idea of the scheme is that writers should visit children in the name of their excitement about language. To me it often seems that I am being admitted, refreshingly, to theirs.

I always start with language, with words—because, trying to answer the question, "Why should anyone be a writer?" I have to say that, of course, he or she must be in love with words—indeed, lost about them. I try to be amazing about words—about their very existence, and the way they come, obeying the maddest of them, out of their storehouses in a mind purged of that not very large object, the brain.

Primary eyes grow glazed at the thought of the powerful smallness of the brain. Primary brows pucker at the thought of the mysterious instantaneousness of words. I talk of my memory of the first reading book we ever used at school, one of those thin spilt words into what were alleged to be syllables, and the picture I have never forgotten, of the teacher lying unexplained in a ditch, and having no equally unexplained face. The word count-

enance was underneath, which I somehow realized was not a fancy word for a respect or a ditch. All the amazing alternatives that present themselves when we speak or write! And I spend my life making choices among words, or tending hoping to be chosen by them.

Well, all this with nipping eyes because, as I say, I cannot think that it is proper to approach the subject except by way of amazement. Who strikes me about the response of children, when they come crawling afterwards, is that so often they have the strongest feelings about particular words: words, gorgeous, or ugly, or frightening, or strangely funny—marvellous for being plain, or marvellous for being obscure. They adore me, words, as writers in general, sometimes very much as they were making gifts. As indeed they are.

Of course, the crowds are partly, as they traditionally must be, for autographs. ("Four, please," said a small boy. When I raised my eyebrows, "One for my mother, one for my father, one for my sister, and one for me." But there is this confidential murmur about words, which reminds me always that children move in a world patchily, ambiguously, sometimes doubtfully, often ravishingly defined by words. If they had to choose a word to spell with, I have asked them, what would it be? Skeleton, they say, devil, fox, forest, coffin. Bulldozer I have been offered, and cometary.

It is funny I think, how children divide into early into the essentially plain users of words, and the essentially elaborate. By the observations that some offer about their preferred way of making a statement, I am reminded of a comment of a son of mine, 10 years old, when I had asked a story over breakfast with the words, "And the pilot failed." "Oh no," said my son, appalled by this scandalous failure in the sentence. "The pilot slumped forward over his controls."

I find myself grinning at children sometimes because I know they are committed to the search for magnificence in this fashion or sometimes to the repudiation of it. Of course, to children this can seem—the essential business of style and matter—quite the lightest

of all the literary burdens. "I am very keen on doing stories and poems myself," wrote a nine-year-old in a recent follow-up letter. "What are the main problems of being an author?" The problem I got stuck with is that I am too good with my spelling."

The value of the writer's visit, I guess, is that he taps in a great many children's quite common, usually quite matter-of-fact, ambition to write. He also, by his very being there, makes a point that is not necessarily made by books themselves which any boy or girl of air of being created by actual persons. Many of the questions that follow talk for in the best circumstances are mixed up with the reflect the surprise of discovering that a writer is a visible sort of labourer whose working materials suddenly become as palpable as bricks or lengths of wood. I have the sense of elevated practicality that descends upon young questioners as a result of some such feeling. What's the heaviest book you've ever written? The thickest? The longest? How long does it take to write a book?

My best memories of all are of occasions when, with audiences of sometimes spectacular official immediacy, I've been able to talk deeply about writing, my writing, and find to my surprise the ultimate delight for a regular talker, exploring the rapturous arduousness of trying to put words together successfully, trying to assemble a tale. (Children are widely supposed to be interested only in the obviously invented story, but I'm struck by the number of children who readily assent to my own view that stories are what happen to us in alarming quantity every day.)

Best memory of all, perhaps, is an afternoon in a Bladon's Stamford couple-owned house where a couple of dozen primary school boys and girls were spending three days in a writing and writing-and-writing. Most had never been away from home before and were being extravagantly grown-up. I think I felt more of a primary schoolchild than I did.

I held forth about the problems of writing with three small girls sitting directly under my nose, chin on flaps, obvious on an occasional while-freckled earnestness at the end, so professional were their questions, that I should have distributed membership forms for the Society of Authors.

The teacher in charge said his chief fear had been that he'd have to go round at lights not moving up hunched tears. "In fact," he said, "my problem is to persuade them to mangle down and stop writing their novels."

NEWS

Grammar school switch hangs on local election results

by Diane Spencer

Birmingham education authority is to try to change Sutton Coldfield Girls' School from a comprehensive back into a grammar. This has provoked a strong reaction from the Labour opposition and the National Union of Teachers.

The education committee has decided to change the school's status in September, 1981. Section 13 notices have been published giving two months for objections. Then the matter will rest with Mr Mark Carlisle, the education secretary.

But the school may stay as it is if the minister mulls over the matter for more than two months and Labour wins the May local elections.

Labour has already pledged to reverse the decision and it is likely it will win local control of the council.

Mr Neil Scrushaw, chairman of the education committee, said the Conservatives decided to change the school back to its old form because of the "exceptional circumstances" in Sutton Coldfield.

Boys still had the chance to be selected for Bishop Vesey School, a voluntary aided grammar, but there would be no girls' school since Sutton Coldfield school was turned into a comprehensive in 1975.

Mr Scrushaw sees the decision as redressing the balance, not as the first move in a trend to return to full selection in the rest of the city. "I would like to see stability maintained in the secondary sector after the turmoil of the past few years," he said.

Sutton Coldfield Girls has been greatly oversubscribed although it was changed from a three to a five-form entry two years ago. Mr Kitty Morris, chairman of the governors, said parents had been very unhappy about the change to a comprehensive system, especially as selection was based on geography—those living nearest not in—and priority was only given to girls with sisters already at the school.

The catchment area had consequently narrowed over the years and she thought that a selection system was the fairest so that girls from all over the area could have the chance of a place.

At a meeting in the school called by Mr Scrushaw last month, more than 700 parents including those with daughters in the middle school showed overwhelming support for the proposal to return the school to its former status. Seventy-eight per cent signed a petition in favour.

Mr Charles Gray, the Labour spokesman on education, condemned the proposal as there had been no consideration of the effect the change would have on other secondary schools in the area, nor of the effect of new legislation which might leave Bishop Vesey to a independent.

The National Union of Teachers strongly opposes the idea. Mr Ted Miller, the area's president, said: "We saw it with initial horror and we will fight it tooth and nail." He said there had been no consultation with teachers.

Quango makes 11th-hour appeal for reprieve

by Sarah Bayliss

The Centre for Educational Disadvantage, victim of the Government drive on quangos, is preparing a document for the Education Secretary, Mr Mark Carlisle, in an attempt to save itself from closure.

The centre believes it has a slim chance of reprieve after a two-hour meeting with Mr Carlisle and Lady Young, junior education minister.

In November the Government announced the five-year-old Manchester-based centre would be wound up by August 1980, saving up to £300,000 a year in grant aid.

The centre's director, Mr Bill Borden, said: "Mr Carlisle indicated that the basis on which he made the decision—that we weren't providing value for money—was entirely subjective. The governors presented him with cogent and

weighty arguments which apparently he had not heard before."

The centre, employing 22 full-time and part-time staff, concentrates on the needs of ethnic minorities and the socially disadvantaged, publicizing information to teachers and schools.

"We are deeply worried about the below average child who is getting a raw deal these days," said Sir Alec Clegg, former chairman of the centre, who was at the meeting.

Two papers justifying the centre's existence will be delivered to the Education Secretary. One outlines the implications of closure on projects for the under-fives, the role of the middle school, problems among the teenage disadvantaged and language difficulties among Caribbean children.

Managers worried about cuts

by Mark Jackson

Britain's largest group of industrial managers has told the Government that it is worried about the effect of education cuts on industry.

The 24,000 strong Institution of Industrial Managers, which is affiliated to the British Institute of Management, says the cuts are likely to reduce industrial education and management training.

A deputation headed by the institute's chairman, Mr Norman Wilson, told Mr Neil Macfarlane, Education Under Secretary, that it was the only body providing formal

training programmes throughout the country for senior managers in big companies. The main effort in management education, he said, was coming from professional bodies.

Mr Wilson pointed out that since the Government was helping to fund TUC education it should also help management education. The institute's chairman, Mr Norman Wilson, told Mr Neil Macfarlane, Education Under Secretary, that it was the only body providing formal

Heads in a fix over names list

A headteacher's dilemma over conflicting duties when faced with industrial action by his staff was spelled out last week by Mr Donald Frith, general secretary of the Secondary Heads' Association.

Heads would be asked to give teachers' names to the local education authority so that their pay could be docked, he said. "The difficulty for heads is

because they need the cooperation and goodwill of their staff to make a school work. Yet they are eagerly seeking to give the authority the information because they are employees."

Earlier this year Mr Frith advised his 2,000 members to agree to local authorities' requests for some of teachers who were working a five-hour day.

NEWS

North of England Education Conference, Durham

Call for merger at 11-plus

by Sarah Bayliss

Education for 16 to 19-year-olds is a "mess" and a coherent policy is vital for the 1980s, the Director of the Department of Educational Studies at Oxford University told the North of England Education Conference yesterday.

At New College, Durham, Dr Harry Judge said it was time to abandon the 11-plus distinction between primary and secondary in favour of the 16-plus border between "compulsory" and "post-compulsory" schooling.

Dr Judge, who is a former principal of Banbury School, said that post-compulsory schooling should be run quite separately, without the "sixth form" label which until now implied academic rather than technical or general education.

Britain could not have good engineers until the sixth form idea, due to one form of the grammar school tradition, took on a humiliated place in the educational museum, he said, anticipating findings of the Finniston report.

In the same breath he condemned sixth form colleges and a terminal examination at 16-plus as "an error institutionalized". Tertiary colleges might as well be a pinhead or a nightmarish to some, but to him they represented right thinking.

He said the existing 16 to 19 "mess" was directly responsible for a scandalous waste of resources and talent. As long as 16 to 19 was seen as an extension of secondary, structural flaws in the education system would persist.

Unless if secondary schools were more like primaries, "We should have fewer second-rate academic snobs and a more skilled technical workforce," he said.

Speaking at the three-day conference were noted in the theme "Education in the 1980s". Professor Ted Wragg looked beyond the



Dr Harry Judge: "If secondaries were more like primaries we would have fewer second-rate academic snobs and a more skilled technical workforce."

next decade, speaking on "A curriculum for the year 2000". He saw improved reading skills, a better grasp of number, greater oral and social skills as crucial to school leavers being released into an increasingly technological and bureaucratic world.

The implications for schools were clear—they must throw out the "jug and bottle" view of teaching in which society has a jug full of knowledge and children are empty bottles. Rather than facts, children should be taught the skills necessary for gathering and applying knowledge.

Social skills would be more important in the year 2000 because "emphases, obsessions, lack of invention become more conspicuous in areas such as recreation than in a noisy assembly line."

With illustrative slides Professor Wragg showed the "complex class management skills" which teachers in Britain should start to employ.

Mr John Mann, secretary to the Schools Council, criticized badly written textbooks and worksheets—particularly in science and social

studies—which make learning more difficult than it need be.

Worlds of generalised material prevented children from understanding concepts which otherwise were within their grasp.

Another black to learning was the absence of reading in the classroom. A recent Schools Council research project, "The Effective Use of Reading", showed that in secondary schools more than half the classroom reading in all subjects occurred in bursts of only one to 15 seconds.

Homework helped extended reading but at home, pupils were working on their own isolated from their peers and teachers. "The value of their homework is correspondingly less," said Mr Mann.

Law 10 was no longer an excuse for children failing to read. Research showed children scoring only 50 points had been taught to read.

One teaching method to improve learning might be to set short-term objectives—a technique used very effectively in the teaching of foreign languages.

Mr Mann said 1979 might prove to be a watershed for the Schools Council as well as for education. The council had reorganized its projects and priorities to become more responsive to schools and L.E.A.s, particularly on curriculum.

The council was heartened by a statement from Lady Young in November that the Government had no present intention of amending the statutory responsibilities set out in the 1944 Education Act.

But John Mann warned that the proposed changes to the Local Government Bill could have an unexpected effect on education. "Its financial measures may achieve a degree of control unthinkable in any other forms."

Mr Roy Holmore, principal of the Centre for Educational Research and Technology, spoke of serious labour shortages in certain skilled occupations. The vacancies were in new fields like computer programming but also in more traditional skills.

Personal column

Gerry Fowler

Down and out in 1980

Indeed, I have found the two periods of unemployment I have suffered after losing my parliamentary seat (in 1970 and again this year) most instructive. In 1970 I registered as unemployed, not to draw benefit, to which, as an MP I was not entitled, but to ensure that my contribution record was maintained.

I was kept waiting for two hours merely in order to fill in a simple form, and to be summoned to the desk of a bossy lady clerk and hand it to her. At 9 am the next morning my phone rang: it was the manager of the employment exchange, apologizing for what had happened. "We didn't know you were who you are, sir." Dilatoriness and authoritarianism are not mitigated by sycophancy.

This year efficiency seemed to have increased, although there the lady clerk while I ignored me, I became convinced that I must without my knowledge have been magically transformed into an invisible etherial wraith. And I shall always remember with pleasure the lady clerk who, sending by the post a letter to the Professional and Executive Register (PER) when I told him I was looking for a university chair or a post of similar seniority in a polytechnic. "Cur" he said. "We can't find you a job like that. You just want the benefit, don't you?"

The futile time-wasting associated with large bureaucracies still persists. Twice, in one month I was summoned for a "random check". Just to see if I was no longer who I said I was, or no longer had a current passport, or whether I had cashed the girocheque I actually paid into my bank. I had foolishly believed that the Government was cutting out waste in the civil service; but not wanting to see others unemployed, I did not complain.

When I was unwise enough to inform the PER people that I had a job from January 1, and therefore did not want them to go on seeking one for me (as it they ever had), there was mayhem.

At the benefit office they told me that they must withdraw my benefit if I did not let PER go on searching for a job for me. It was only when I mentioned that I was off to the House of Commons to talk to old friends and colleagues that the rules suddenly became more flexible.

Worst of all was the occasion when a glen dauntless began inquiring on Indian in the benefit office. The normally officious clerks immediately become both blind and deaf. A timorous 5ft 6in, overweight, and middle-aged, I intervened myself.

Much is made with a society which generates racist bullock, sycophantic petty officials, bureaucrats who believe that the rules are more important than the purpose they were intended to serve, and politicians who see more cover when the going gets rough.

The education service must make its share of the blame for it helped to produce them. That is all the more reason for it to welcome back into its ranks those who face much abuse. Hate, thanks, and no financial gain have devoted some years of their lives to satiating right some of society's wrongs.

A happy and chertable 1980 to all educational administrators.

Gerry Fowler is now deputy director of the Preston Polytechnic.

NAS-UWT conference, Birmingham

Limit contracts, sack bad staff and fail more trainees, professor says

by Bert Lodge

Poor teachers should be sacked and all others put on limited contracts, a conference of teachers was told last week.

Professor Arthur Pollard, of the department of English, Hull University, said he would not like to see more student teachers fail the course, teacher trainers regularly returning to the classroom and advisers adopting a more inspectional role.

He would also welcome the spread of independent schooling and more experiments with the voucher system in the unattended sector.

Professor Pollard, a contributor to the Black Papers on education and a Lamborne councillor, told the National Association of Schoolmasters-Union of Women Teachers' annual education conference in Birmingham that falling rolls provided an opportunity to get rid of weak teachers.

"All of us know that there are inefficient teachers. With the falling rolls situation and consequent redeployment, I am anxious that we should not use such redeployment merely to push the least competent from one post to another."

"Many good teachers will have to be redeployed but with those who are not good, and perfectly well known to be not good, I would not wish to see an automatic right to redeployment. Indeed, the pursuit of excellence and the interests of the pupils demand otherwise."

Life tenure should not be a corollary of unemployment either in the state sector or in the private sector. "I believe there is much to be said for contracts of limited tenure, at least in the early years of service."

For too long it had been too easy to get into the teaching profession, Professor Pollard said. He discounted the inexperience of many teachers introduced, that candidates should have O level English and maths.

He thought there was scope for introducing a degree of independence and competitiveness within the state sector itself. This could be achieved by the voucher system on which he wanted to see more experimentation. Vouchers would lead to a block grant for education largely distributed to the schools themselves and "what they did with it would determine what they made of themselves."

Micro-chip no threat to jobs, conference told

The arrival of the micro-processor in education will not make teachers redundant, the conference was told. Mr J. G. Morris, director of the Research and Intelligence Unit of the Scottish Education Department, said he thought the micro-electronics revolution would be on a scale never seen before in education.

And, he recognised, "it is going to have found a labour-saving device at a time of falling rolls."

Yet micro-computers differed from all other information technologies such as books, radio and television in that they alone, like the teacher, were a two-way traffic. Equally this time, "with the micro-revolution both extremes of the pendulum will be found. Huge reserves of enthusiasm will be disappointed; cupboards will hold discarded machinery in almost mint condition, reputations will have been made and lost, and action and reaction, that immutable law of physics, will be seen to be operating."

Yet he was confident that this time it would be different. One of the reasons was the higher standards of living and greater expectations of people in western society. These together had made people themselves a form of pollution.

If a machine can do it, let it. It is cheaper, more reliable, less troublesome and does not require sports facilities, a canteen or a rest room. The chip has eliminated the problem of space, noise, unreliability, flexibility, cheapness and high levels of skills and versatility.

"The cartoon, 'You're redundant. You're going to be replaced by a machine that does not work either' is too true to be funny."

NEWS

1. Your classroom is consistently below 60°F for most of the day during the winter. The head seems unable to do anything about it. Would you:

- Dress up warmly and lead the class in exercises occasionally.
- Set fire to your register in protest.
- Call a union meeting and urge some action.
- Bring an electric fire from home.

2. A 12-year-old girl is away from school every Friday. There is no obvious timetable reason. Would you:

- Persuade all the other children to follow her example.
- Keep the girl behind one day to chat about things.
- Refer the matter upwards.
- Go round to her home after school and find out what the problem is.

3. You are taking physical education in the hall with a class of nine-year-olds. The head looks through the door, beckons you and disappears. Would you:

- Shout "carry on quietly" and pop out to see him.
- Sit the children on the floor in silence then pop out to see him.
- Sit the children on the floor in silence and wait for him to come in.
- Take this class with you to his study.

4. A snr footballer in your fourth year team repeatedly treats his young probationary French teacher with contempt. Would you:

- Refuse to allow him out of class early for football.
- See the games teacher and agree some action from him.
- Hide his kit.
- Keep any action separate from his football.

5. You are consistently criticised in the street by a group of boys from your school. Would you:

- Stare fixedly ahead pretending not to hear.
- Walk across to them and tackle them.
- Send for them in school one day and tackle them.
- Remove the brake blocks from their bicycles.

6. A parent stops you in the street and aggressively challenges you about your punishment of his son. Would you:

- Stop and talk things over as reasonably as you can.
- Cross the street and walk on without speaking.
- Say "please, come and see the head" and walk on.
- Look interested and manoeuvre him to where he will be soaked by a passing bus.

7. In the next classroom is a probationer teacher. His classes are consistently very noisy. Would you:

- Go in and then look startled because "you thought they were unsupervised."
- Wait and see, because we all had trouble to start with.
- Set up a "chance" meeting and an opportunity to discuss things.
- Leave, wall alone, because modern teaching methods are often noisy.

8. Friday afternoon on your new junior school's timetable says "Project". There are no written guidelines and nobody in charge. Would you:

- Suggest to the head that you do extra art or music.
- Allow free choice of individual projects.
- Get them to copy out the Bible while you water the potted plants.
- Allow choice of projects from a limited range.

9. You teach a 14-year-old who is morose and hardly ever speaks or does any work. Would you:

- Spend a large part of every lesson trying to draw him out.
- Forcefully recommend his referral to the educational psychologist.
- Diagnose him as dyslexic.
- Hunt the remedial department for advice and help.
- Tell him that the probationer teacher manages, so why should he worry?
- Threaten to drop him from the football team if he does not improve?

10. To deal with the spread of ability in an unstreamed maths group would you:

- Set each child an individual programme.
- Divide the class into three or four groups.
- Teach at the best mean level for the whole class.
- Teach at the level of the best and forget the others.

11. A school leaver asks for his end of term report early, having been asked to take it to a job interview. Would you:

- Rush it through the system and give it to him.
- Suggest he tells the interviewer that it will be sent on.
- Forge one that will get him the job.
- Telephone the interviewing firm.

12. A child in your form is in floods of tears because she cannot do geography in the fifth year along with all her friends. Would you:

- Move heaven and earth to get her course changed.
- Tell her to grin and bear it.
- Agree with her (off the record) about the ineptness of the system.
- Blame the computer.

13. You come home at 10.30 p.m. You have 3B tomorrow and their English essays are unmarked. Would you:

- Stay up and mark each essay in detail.
- Stay up and read each essay quickly, making notes for the lesson.
- Leave the books on the bus in morning.
- Go to bed and forget 3B for eight hours.

14. You are worried about inaccurate syntax in the work of your class. Would you:

- Demand the return of Latin.
- Mark their essays more carefully and selectively.
- Set up a class library and push its use.
- Embark on a programme of grammar exercises.

15. In a middle ability maths set of 13-year-olds, seven children still need structural apparatus to help with basic calculation. Would you:

- Put the apparatus firmly away and insist on paper work only.
- Make more of the children use apparatus.
- Buy apparatus on two days a week.
- Use the apparatus to make colleagues in art.

16. Apparatus is not immoral of itself. If it were used more, there would be fewer problems later on. In a group of this level most or even all of the children would benefit from some use of practical apparatus.

17. He may be dyslexic, but saying so does nothing to help him; it is not so ridiculous. Some intelligent underachievers need a kick in the pants as much as they need any thing more sophisticated.

18. The regional bodies, however, will be represented on the Institute's education and training policy committee, which will be responsible for national standards and for ensuring that assessment throughout the country conforms with them. The Institute's century-old charter is to be amended to allow regional representatives also to join its council and executive.

19. The City and Guilds, the dual represents a considerable gain in its efforts to expand its influence in new ways to make up for the loss

Some builders have been unable to find places for their apprentices in this year's craft training courses, the construction industry training board reports.

Despite the boards share of the public spending cuts, it is maintaining its target of 8,000 new apprentices for 1979-80. But because courses are full in some parts of the country, up to 300 trainees have had to be turned down.

Extra courses for them would have been run in local colleges if the board had been able to get the money from the Manpower Services Commission's training services division, which channels government training funds to industry.

The board says it is deeply concerned by what has happened and will do everything it can to make sure that the demand for apprentice training is met in future.

A quiz by Gerald Haigh

Are you the teacher you think you are?

Are you a good teacher—or even a superb teacher? Or are you just an average, straight down the middle, do-the-job-right-and-go-home sort of professional? Or are you, perhaps, a mediocre struggler, limping from one crisis to the next?

One thing is certain: this little questionnaire will not help you to find out. If you get all the answers "right", then all I can say is that you have the doubtful honour of agreeing with me on a fairly limited number of issues. If you get them all "wrong" then the

chances are that you have a different, but equally valid, approach to the day-to-day problems of teaching.

What I will claim about my questions is that they are based upon experience. In almost every case the little scenario outlined in the question has actually happened, either to me or to people working with me. The solution signalled here as "correct" is not necessarily the one adopted at the time, but is often the one which, with hindsight, I feel ought to have been adopted.

Answers

1. c. Your employers have a clear duty at least to keep the children warm. For this reason it is not good enough if it is fraught with all kinds of legal and practical dangers, and you should never do it under any circumstances.

2. c. Sounds a bit harsh perhaps, and you could try b. But with dwindling resources we must think carefully about taking on the role of others.

3. c. Obviously I should think; d if he persists.

4. b. The boy is old enough to know that he cannot completely compensate for his school life.

5. a. or b. depending on the circumstances. Strictly it might be any of your business, but I must see how you can turn away direct appeal for help at this time.

6. c. Perhaps e is ideal, but it is full of traps for the unwary; b is also unproachable.

7. c. Probably. You can see though how each response might be right under different circumstances. Most of the time I do not see how you can cut out the head of department and you surely have to discuss the problem with the pupils—these are young adults you are dealing with.

8. a. At first, c if it goes on for long. Not b because the street is their ground and school is yours—and you will appear stronger as your own ground.

9. c. The days when teachers had to solve such problems must have gone long ago. If no one else will help, you will have to.

10. a. If the school sees "project" as an unrestricted Friday afternoon activity, the class will be better doing something else.

11. b. If he were a screaming disruptive you would demand instant action, and yet his problem is probably as great. Withheld children are too often ignored because they provoke no instant crisis.

12. b. By September she will probably have forgotten what all the fuss was about.

13. b. Denial marking does not educationally repay the effort you put into it. You could go to bed and present 3B with a healthier teacher, but unbalanced you will be happier taking a lesson which takes account of their work. They will be happier too.

14. c. All the evidence is that even to literature is at least as effective as anything else in improving written grammar.

15. b. c. To not tell to most of the class is a frankly impossible if any real teaching is to take place.

16. d. Telling them very firmly that school reports are not for the eyes of employers but that you will write a reference if required.

17. a. Because there is a problem of motivation to be solved at his level. Is there, for example, a teacher with overall responsibility for reading lab work?

18. b. Apparatus is not immoral of itself. If it were used more, there would be fewer problems later on. In a group of this level most or even all of the children would benefit from some use of practical apparatus.

19. b. He may be dyslexic, but saying so does nothing to help him; it is not so ridiculous. Some intelligent underachievers need a kick in the pants as much as they need any thing more sophisticated.

Questionnaire

So how did you do? If you agreed with me implicitly, I hope we can meet for a drink some time in order to feed our egos even more. You were in serious disagreement, I would very much like to hear from you. On some of the issues (but not on others) I am open to persuasion.

NEWS

New Year's Honours: awards in education

KNIGHTS BACHELOR

JARVIS, Harry Jefferson, director of Glasgow School of Art.

KILLOFF, Professor Max, principal of University College at Buckingham.

KILGOUR, John Drury, chairman of Kent County Council.

PARIS, David Elmer Womble, chairman of the City and Guilds of London Institute, for services to education.

POSTAN, Professor Michael, for services to economic history.

TAYLOR, Arthur Geoffrey, chairman of Association of Metropolitan Authorities.

THETHAM, Professor William, University of Birmingham.

ORDER OF THE BATH
C

P. HARVEY, legal adviser, DES

ORDER OF THE BRITISH EMPIRE
C

C. D. A. Baggey, headmaster, Bulim

KNIGHTS BACHELOR

SCHOL, J. V. Barcott, principal, College of Rye and York St John.

W. G. Beasley, professor of history of the Far East, School of Oriental and African Studies, London University.

J. Black, professor of engineering, Bath University.

A. Steele-Baiger, professor of veterinary medicine, Cambridge University.

W. E. Burgham, Oliver Lodge professor of physics, Birmingham University.

Mrs P. M. V. Edwards, headmistress, Skinner's Company School for Girls.

G. M. A. Harrison, chief education officer, Sheffield Local Education Authority.

K. Templeton, vice-chancellor, Kent University.

A. J. Thayer, principal, Bradford University.

W. S. Lloyd Webber, for services to music.

OFFICER OF THE BATH
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NEWS

Oxford and Cambridge awards 1978-79

This analysis of scholarships and exhibitions awarded by the colleges of Oxford and Cambridge Universities in the academic year 1978/79 follows the established pattern. Included in the tables are awards won by both men and women. The totals include awards made at the time of entrance only and exclude awards made to people already in residence at a college.

It is important to emphasize that there are far fewer awards available for competition by women at the moment and in consequence they are considered to be more difficult to achieve. This situation is rapidly changing, however, and this year a much higher number of Oxford colleges have admitted and made awards to both men and women. Many of the Cambridge colleges made the same changes just over two years ago. The result is that there are now very few single sex colleges remaining at either university.

There is a substantial increase in awards won by women in this year's figures. In view of the recent changes the number of women winning awards at Oxford is very large. At Oxford 251 women won awards in 1978/79 compared with 146 in the previous year (an increase of 105 awards). At Cambridge the numbers of women winning awards are much as last year. Women won 166 awards in 1978/79 compared with 158 last year. Four years ago Cambridge made 41 awards to women as the recent changes are self-evident. As a result, this year 103 more women have won awards at either of the two universities. The actual figures being 417 awards in 1978/79 as compared with 314 in 1977/78 and only 257 in 1976/77. Oxford University awarded 96 scholarships (including 6 restricted awards) and 355 exhibitions (including 8 restricted awards) to women. Cambridge University awarded 37 scholarships and 129 exhibitions (including 1 restricted award) to women.

The overall distinction between open and restricted awards is retained. The qualifications relating to restricted awards are many and varied. A typical example is the award "closed" to a particular school, but there are many other restrictions such as the county of birth or residence of the candidate and in some cases restricted to certain parental occupations, most usually to children of clergymen. In some instances awards have been published without mentioning restrictions, and the classifications have been determined by tracing the description of the award given in the original advertisement. Inevitably some discretion has been exercised but an endeavour has been made to remain consistent. The restriction of an award refers only to the limitation of the field of eligible candidates. This does not imply any inferiority of status either of the award or of the successful candidate. On some occasions

restricted awards have ultimately been made open due to the lack of suitably qualified candidates. Such awards have, of course, been shown in the open category.

In 1978/79 Oxford gave 88 restricted awards (47 scholarships and 41 exhibitions). Cambridge gave 11 restricted awards (one scholarship and eight exhibitions).

In Table 1 results are analysed according to the type of school from which the award winner came. The school classifications still include the "direct grant" status for those schools who were previously

in that category and are now independent. Any direct grant schools who have since become controlled or voluntary aided are included in the "grammar" group. Altogether 1,653 open awards were made compared with 1,575 in 1977/78, an increase of 78.

As the 1,750 awards were shared among 605 different schools, it is obviously not feasible to list them all here. Only schools which achieved a rounded (open and restricted) total of at least four awards have been included in Tables 2 and 3.

Table 2 lists these 125 schools in the order of the number of open awards achieved. Columns 2 and 3 give the number of students at the beginning of the academic year 1978/79 who were engaged on post O level work. The numbers are recorded only to illustrate the comparative size of the schools from which the award winners came.

Table 3 lists in the order of achievement the numbers of restricted awards won by those schools included in Table 2.

Keith W. Stone

OPEN AWARDS					RESTRICTED AWARDS					Total Awards
School	Oxford	Cambridge	Total	School	Oxford	Cambridge	Total			
1	81 (86)	123 (113)	74 (92)	133 (127)	41 (41)	1 (1)	2 (2)	20 (17)		
2	102 (96)	142 (148)	152 (170)	242 (189)	65 (64)	1 (1)	7 (10)	43 (44)		
3	102 (96)	95 (75)	152 (125)	227 (183)	10 (10)	1 (1)	1 (1)	5 (5)		
4	34 (29)	57 (57)	25 (25)	47 (47)	3 (3)	2 (2)	7 (7)	5 (11)		
5	8 (8)	2 (2)	6 (6)	8 (9)	26 (24)	0 (0)	1 (1)	27 (25)		
Total	349 (349)	419 (380)	337 (339)	1653 (1575)	104 (104)	46 (41)	35 (35)	97 (98)		

The previous year's figures are shown in parentheses.

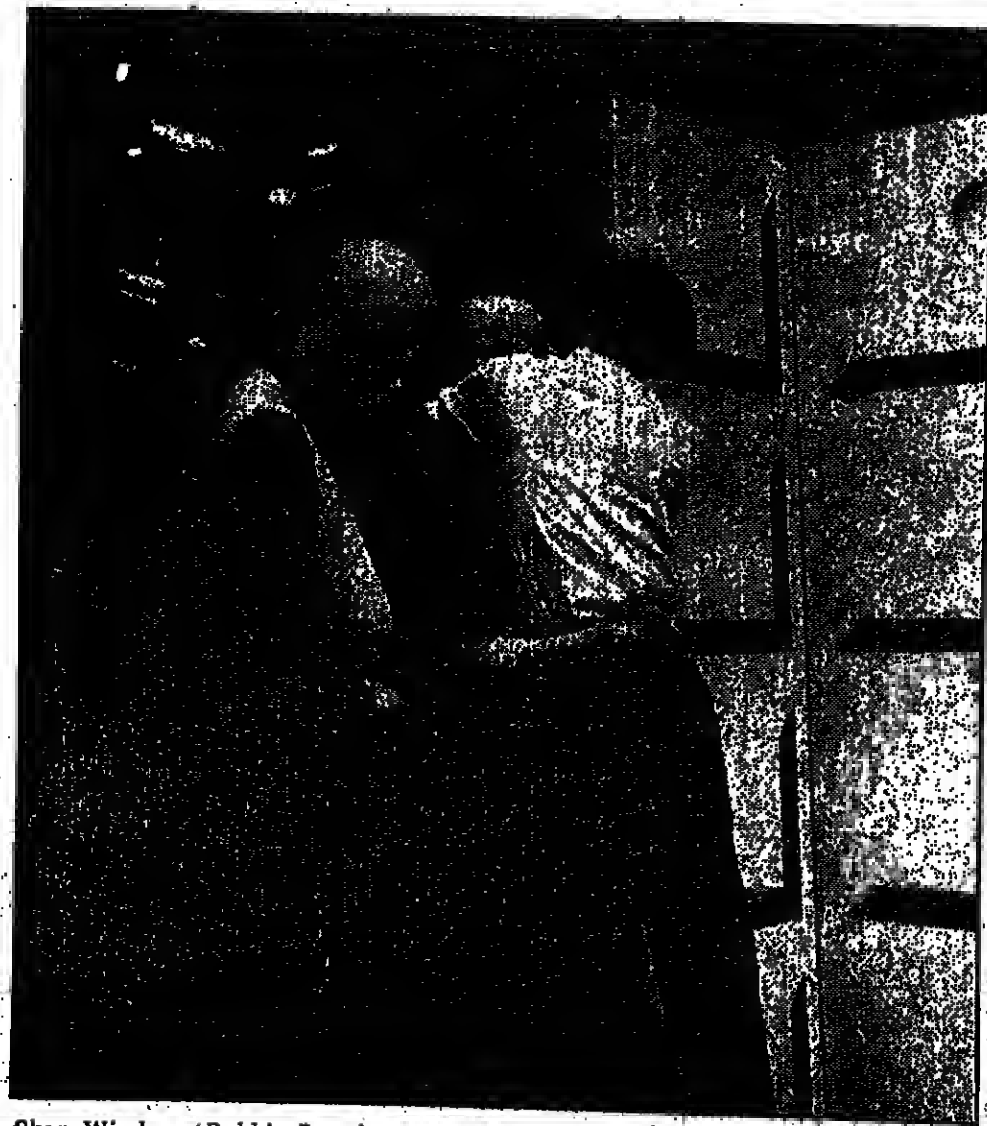
4—Maintinrid grammar school
1—Independent school

OC—Oxford
C—Cambridge
O—Oversas school, other university or tutorial
C—Comprehensive school

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A week behind the lens



Shop Window (Debbie Pennington); Morning Gallop (Tim Roberts).

John Wainwright describes a photographic venture with a group of children from Meridian School in Royston

This was the first time I'd spent a number of days with a group in one school. The previous one-day specials in Hertfordshire schools had shown me how difficult it is to teach anything seriously, because of the pace schools work at. Too much is crammed into too little time.

Photography is best considered and learnt gradually. Although a full week might sound a long time compared with the normal timetable allocation, it is still not easy to achieve much in such a short period.

I'd been given a group of seven fourth- and fifth-years for a complete week. My intention was to try to arrange an atmosphere which would allow things to happen. Whether they did or not would depend on the students themselves—I saw it as no part of my function to tell them what they would do.

Things were to be taken slowly. I wanted the students to change their pace and their expectations. They were used to a quick half-hour here, another there, and aimed at getting a good shot from each session.

To me the only thing that mattered was the quality of their images, not the quantity or the speed of production. I also felt it important that we spent as much time out of school as possible.

On Monday morning I took them on to the school field, to talk over what they'd like to do. They all wanted to get out and about, maybe spend a day in London shooting and visiting the Photographers' Gallery. They also wanted to visit the local racehorse stables in the town. So, after break, we walked over to talk to the trainers, who said we could take the pictures on Wednesday morning, but they did start early... 6.30 am!

That afternoon we split into two groups: one going to the heath to do landscape work, the other to the industrial estate, meeting back at school about 4.30 pm for a discussion.

Tuesday we were to have gone to London, but sheer cost precluded that, so we went to Cambridge instead, to do some street photography.

Wednesday we all met at the stables, and were busy shooting by 6.30 am. We watched the first horses he prepared and go out, then we postmanned ourselves two miles away over the heath, getting soaking wet and cold, while we waited to catch the second wave gallop by in mid-morning.

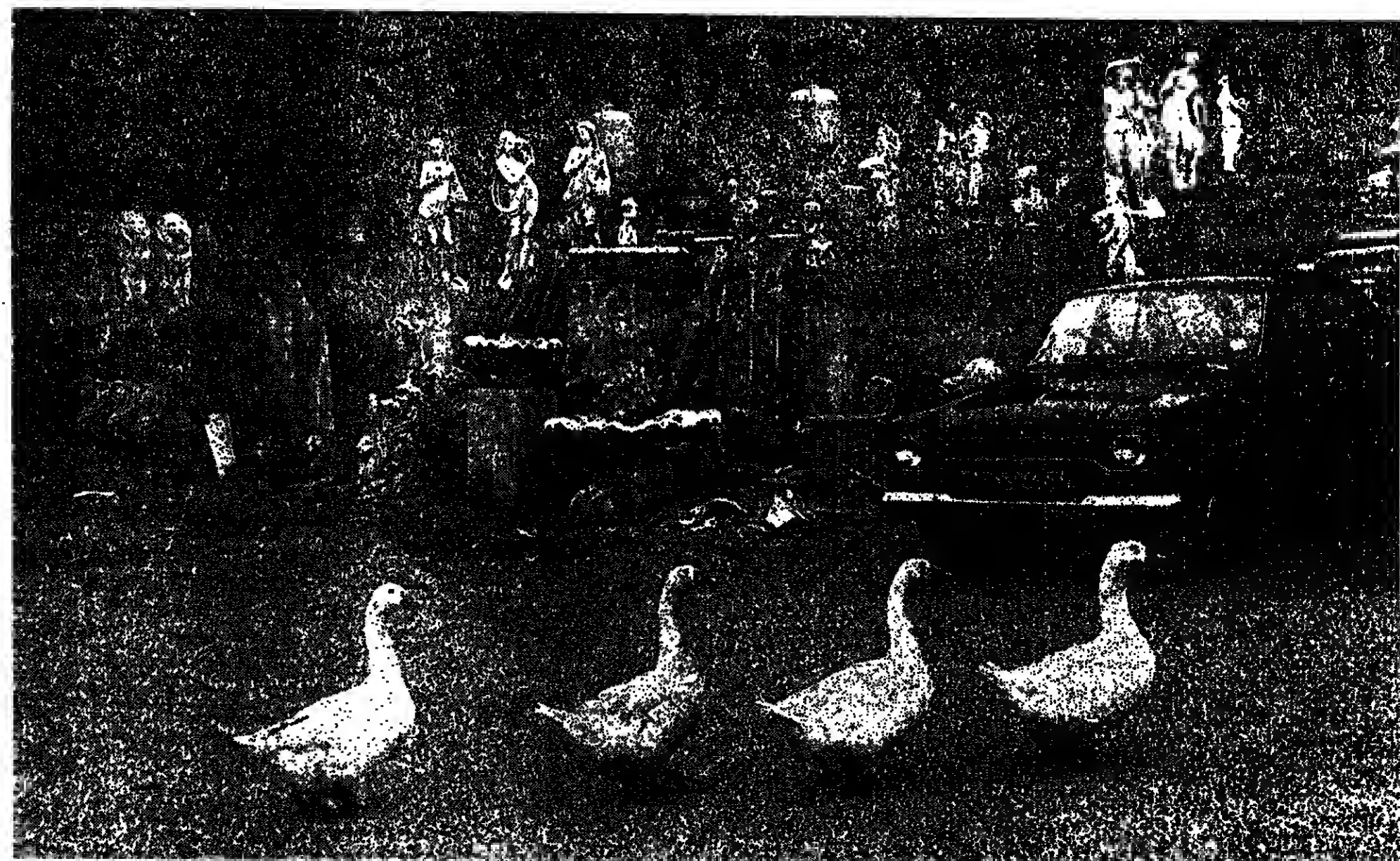
Home to dry out and change. In the afternoon we went with Trevor Ashby, Head of Art, to a yard where they make and sell imitation statues for your garden (a David for £85, a Venus with arms for £165).

Each evening the films were processed at home, so on Thursday morning we stayed at school and talked over the pictures so far. In the afternoon it was sports, and even the competitors kept shooting. Friday they all came to Digswell to print, our darkroom being bigger than theirs.

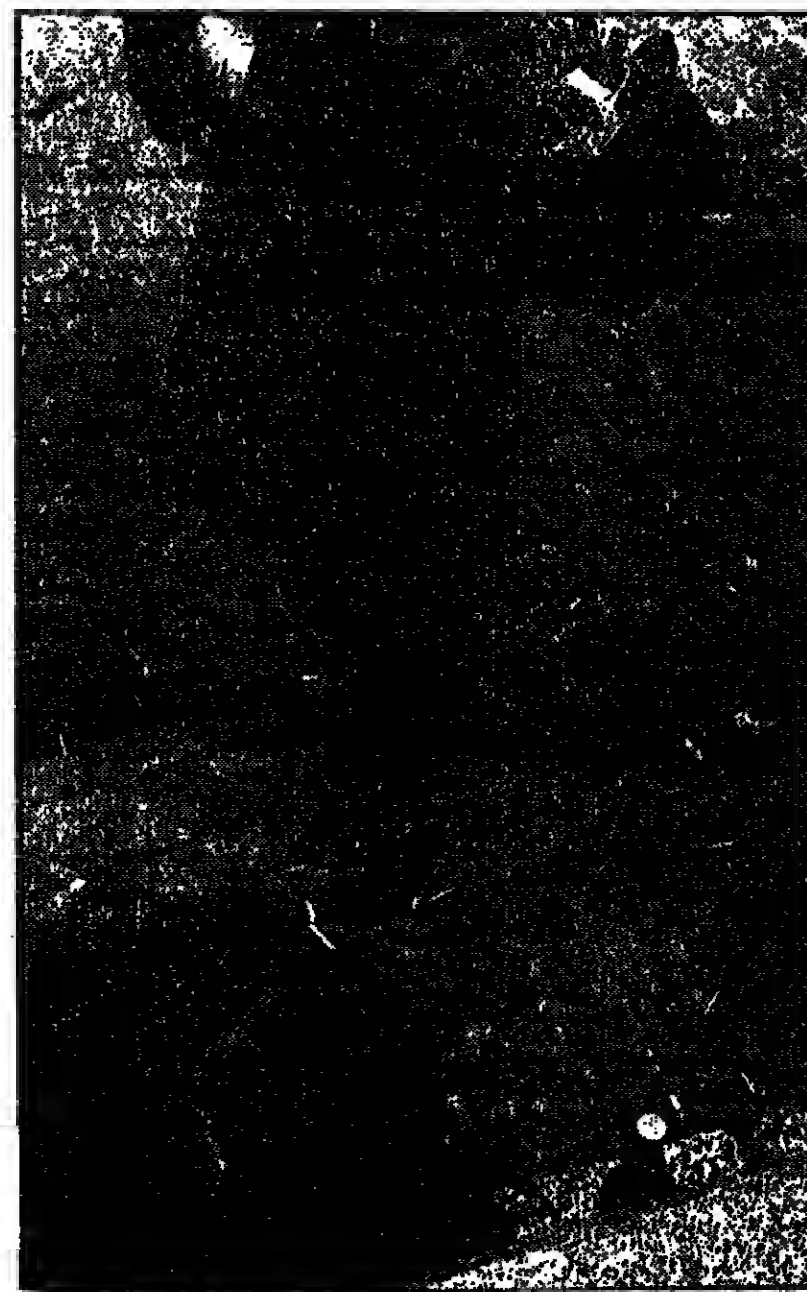
I think they all enjoyed the week. They experienced a range of problems all photojournalists face. They also saw how much more is involved, and how many more decisions have to be taken than they dreamt.

Also, they felt how physically demanding it is (although by Friday I was more exhausted than they were). Possibly most importantly, they experienced a new sense of time related to shooting.

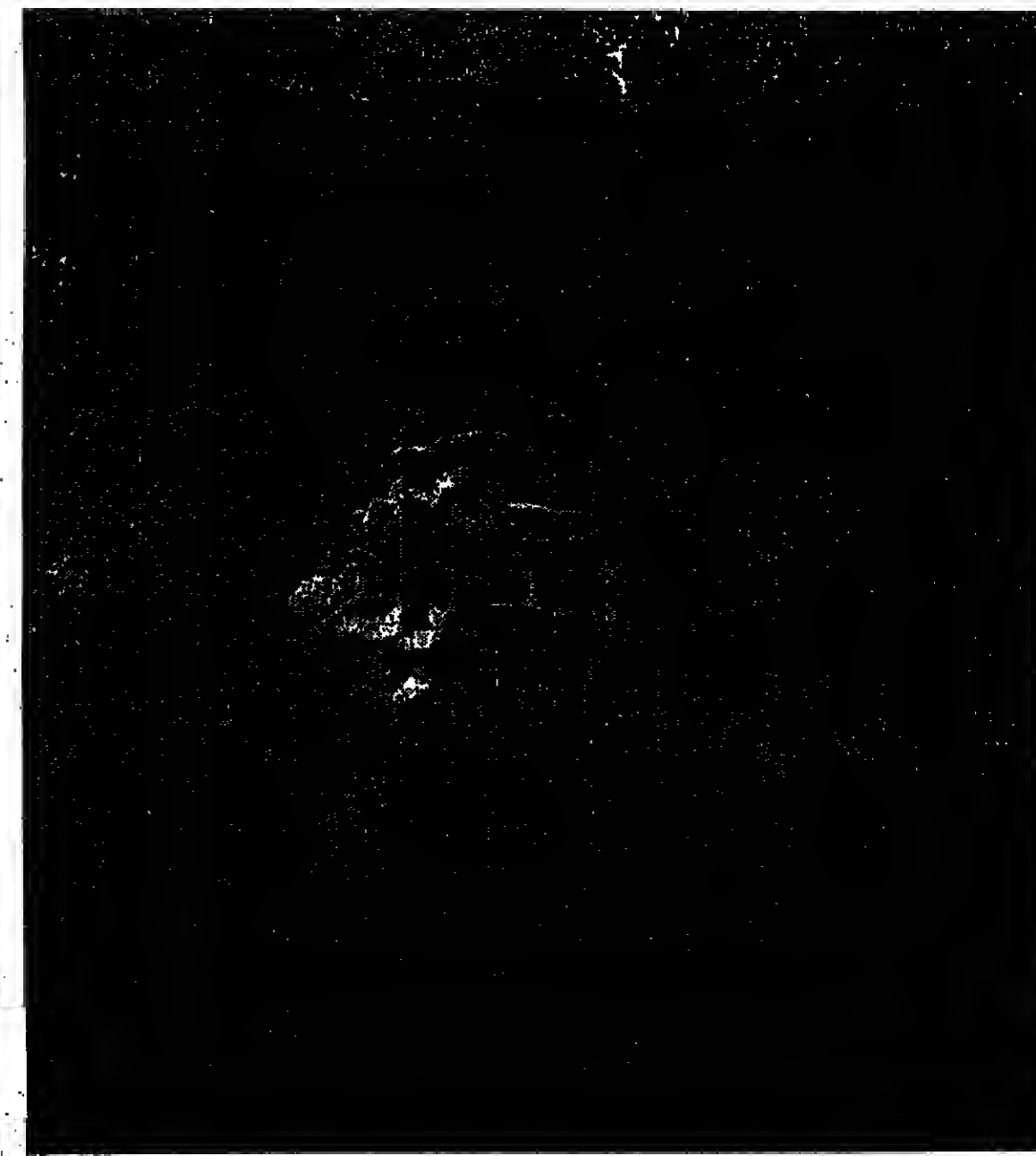
15



Geese and Statues (Martin Collinge).



Market Square, Cambridge (Richard Leonard).



Detail from Stone Horses (Phil Prior).

مركز الفن الأصلي

Literary software

The paperback marketplace has been the scene of frenzied activity over the past few years. Hilary Finch reports

"Mrs Deentry appeared behind him. She said, 'Oh, you damned old being feel, I'll never forgive you for this—never. What the hell are you doing anyway in my house?' Dentry said, 'Come along, Castle, I'll buy you another owl, Sylvia.' 'It's irreparable, that one.' 'A nun's dead', Dentry said. 'He's irreparable, too.'"

This, in case you didn't realize it, is "Unriddleable Green"—a part of "his new bestseller... probably the best espionage novel ever written". Everything between the quote marks comes from a half-page advertisement in a glossy monthly. The *Human Factor* sold out an edition of 150,000 copies prior to its October 25 publication; another 125,000 were in print before Christmas and, with the film on release this month, sales of the tie-in will be close to a million.

This is how paperbacks are being marketed and sold today. While Jane Austen and Thomas Hardy sit sedately in their art gallery jackets, mass market titles "from Kuno and Abel to Tom and Jerry" (two quite a deus-ex-machina spread advertisement from Bats the chemist) are competing hard and fast with playboy magazines, chocolate, soap, lights, buckles and spades; they are embellished with keyhole ink, foil blocked, die cut—and always full-front facing.

The very nature of the paperback—its size, shape, appearance, price, has caused it to be caught up in a process of "moving and mining and processing trees, making millions of units to various recipes and delivering them to millions of pockets and minds" (*Illustrated Magazine* No 28). The repercussions of the paperback revolution of the last 10-20 years is still reverberating through the book trade at wholesale and retail level—and through British industry as a whole.

Penguin, with about a third of the paperback market, sold 40 million copies last year on a £19.2m turnover; Pan estimate 30 million. Fontana, with about 15 per cent of the UK market, report 24 million copies for their last complete year with a 2 per cent unit sales increase; Corgi report 22 million copies, Granada 16.4 million and Coronet made £6m in the UK alone in 1979. Sphere, which was at one point in danger of shutting down completely, has now multiplied its turnover by almost three times in three years with a steady 9 million copies on a £5m turnover. And paperback publishing is due to proliferate: Futura, NEL, Quartet, Oxford Paperbacks, Faber Paperbacks, Macmillan's Pegasus Methuen, Unwin—the names go on and on.

"Original"—books especially commissioned by paperback publishers—are on the increase, especially in the field of TV tie-ins (Coronet, Fontana, Pan) and academic books (Fontana's Modern Masters and their History of Europe). They take a lot of money and effort. But Penguin, understandably, publishes the most—but not all of Pan's output is original and smaller publishers have their fair share. The gap between hardback and paperback publication has been narrowing over the last two to three years and almost certainly is increasing. In all these ways, the paperback industry is having a considerable effect on hardback publishing: paperback sales stimulate the editorial direction taken by hardback publishers who depend a lot on income from subsidiary paperback rights. Michael Attenborough of Coronet thinks the two sides are closer together than some people in the business realize. In many cases, it still needs the success of a hardback to make a paperback saleable; the hardback gets the reviews and the paperback the sales.

Increased numbers and types of books have led, of course, to increased numbers and types of outlets and the distinctive ways of distributing paperbacks has had its effect on the editorial and production directions of paperback houses in particular. In the 1960s three major forces changed the face of paperback publishing: W. H. Smith was adapted to primary paperback marketing, with all books in forward-facing display; other chain retailers followed and, contributing greatly to the display end, streamlining of stock in all the major chains. While high street bookshops are still vital, the big publishing house (Fontana distribute 34 per cent of their stock through them), wholesaling through central warehouses is supplied by a wholesaler want different products from bookshops and need different types of salesmen, so Pan, for instance, train two distinct sales forces: "A paperback is a commodity like anything else," says their managing director, Ralph Vernon-Hunt, "if it can logically sell in a food shop, then there it should be."

Three of the most interesting manifestations of the ever-widening market-place are: vast increased promotional budgets, an emphasis on book design and the rise of the "instant book".

Allen Lane started the game in 1935 by taking a conscious step to produce long runs of books very cheaply and with the widest possible distribution. This, rather than its paper covers, was to be the essence of a paperback book. In 1938 Pelicans were born—cheap, paperback books, and originally commissioned work in the new year by appeared—Puffin, the first children's paperback imprint in the world; Penguin Classics came along in 1945. A year later Pan was founded; in 1952 the United States company Bantam started up Corgi over here as a subsidiary, followed in the next year by Fontana, started by the late Sir William Collins as a popular paperback imprint for his own company.

The sixties saw a great boom in paperback. Penguin gave themselves a new look with illustrated covers and the birth of the new English Library; facing growing competition they spent much more on promotion, and vastly extended their market. Fontana



non-fiction had just got off the ground at Collins, closely followed by Coronet at Hodder; Corgi changed their management and were widening their list from 1962 onwards. Panther was born at Granada in 1965. Children's paperbacks were an integral and very important part of this growth. At one time still no more than 50p a piece, at a price and format perfectly tailored for pocket money, train journeys and school bookshops, it is easy to see why the market is still expanding enormously. Puffin sales have now reached over 10 million a year (last year alone an extra two million copies were sold). Fontana, who started Armada, their popular children's paperback imprint in 1963 and followed it with Lloos (quite a surprise) in 1971 and Picture Lions in 1973, now hold 25 per cent of the children's market and are selling over seven million copies a year. Piccolo (Pan), Deagon (Granada) and Kalgit (Coronet) are also going strong.

Large format, highly visual books are all part of this movement. Penguin is increasing its list (Beryl Cook, Kay Somerville, *Five Puppets*), Fontana is increasing theirs (Pamela L. Larson, *Art—Key*), while Pan, Carl Larsson, Ecker—Is more cautious, believing that this is something that has been overdone already in the United States.

Where paperbacks battle physically with newspapers and magazines and mingle with the ephemera of television and radio advertising, instant books, with their immediate, quasi-journalistic appeal can, if expertly timed, prove bestsellers. Corgi publishes the Warren Commission report (published 36 Guyana Massacre (11 days after the first news broke)—but this is almost entirely through the enormous purchasing power of Flamant, their managing director, thinks it's a great fun, but strictly for quick sales. Of course, many instant books are instant only in their timing—they may have been researched for two or three years before and then popped off the presses at the crucial moment. Corgi's books on Churchill and Idi Amin and Fontana's new book on Jeremy Thorpe are three such cases.

Vernon-Hunt at Pan admits that he is always tempted to do an instant book but doubts their real value at any level, while Coronet, who sold 25,000 copies of a book on the breaking of oil sanctions to Rhodesia, questions whether it is really worth all the energy and expense. Penguin have made one or two attempts with books on Ennabla and the Israeli war, but it's not really up their street.

advertise a lead title: point-of-sale material can include shrink-wrap packs, streamers, alphas, elaborate display bins, badges, tie sheets, and a constant bombardment on radio, television and the press. Pan's total print run in 1979 was not far short of 150 million, Fontana spent over £500,000, Penguin in the past two years in particular, while Granada describes its promotional activities as "very aggressive".

Peter Mayne, Penguin's chief executive, speaks of the importance of making properly of the broader market and of their change in many cases from the use of masterpieces covers to the depiction of fictional heroes and hints of the plot. He believes in his covers to keep alive released back-

All paperback campaigns are concentrating on fewer authors and doing better for the publishers building on those with reliable track records. Michael Attenborough confesses that "the problem of just lending something to the market without anything running for it but the publisher's enthusiasm gets harder and harder."

Preflation in all forms must decrease and the books that are sold must be sold under. Corgi hope for two or three fewer titles a month. Pan at the moment produce 240 new books a year and Penguin 450—but even that may be too much. All publishers have to print to close estimates, on shorter print runs. Penguin has for too long been selling atock at unrealistic prices to reprint several times a year rather than several years of a time.

It is salutary to remember that the reading public still forms a very small percentage of the total population and shop space is highly competitive. But as John Hinchin at Penguin says, "there's no drying up of creative well—there's still a lot of surprises."

Vernon-Hunt, who's been in the game since just after the war, is still a firm optimist. "I still believe," he says, "that whether times are good or bad, there's always going to be a 5p in people's pockets for the book they want."

And what will they want? "Mostly war, romance, self-help, ecology, sci-fi. Most publishers admit that when it comes to prophecy they haven't a clue. 'It's like betting on the Derby in three years' time," says Pat New-

The marketplace expands, competition increases, more is spent on promotion and the monetary sales are, for most publishers, still increasing. But everyone recognizes that the boom of the sixties and early seventies is over. Unit sales have been decreasing on the whole over the last three years, partly because of consumer reaction to sudden price increases after their being held down for too long. Last June the rate of UK returns, increased dramatically as consumer money tightened up after increased VAT, and through the summer shops holed up. In September Bantam and W. H. Smith applied a more rigorous selective buying policy: if a book doesn't sell, it comes back straight away. Returns have, in fact, been growing steadily for the last three years.

And while higher prices give an increase in sales value, substantial rises in revenue are absorbed by increasing costs (Coronet is seriously thinking of transferring its production out of this country) and Penguin is not generating enough cash to provide for the replacement of their current net assets. Their actual sales rose from £10.6m to £19.2m from 1974 to 1978 but, adjusted for inflation, the sales value remains at £10.6m.

But things are most gloomy on the export market. With the strong pound and the weak Australian dollar, British books priced correctly for the UK market suddenly become very expensive in Australia—already suffering from unemployment, inflation and a slump in consumer demand. UK publishers are making less and less money on exports just to remain competitive and returns are heavily high—often at over 40 per cent compared with the usual 10 to 15 per cent. How has the change in public demand and in economic climate been affecting policy making in paperback publishing? And what will have to change?

A quick glance in any shop window or in any publisher's catalogue shows at once how important the lead title, the big mass market blockbuster has become for every paperback publisher. Total sales begin to move when one individual book establishes quick ready income and instant reputation for a company. And this can happen through a shrewd selection commission (Penguin's *Kite*) a TV tie-in (Fontana's *Prince Regent*), a sensational nifty (Corgi's *The Exorcist*) or the new offering of an established writer.

But how much does this sort of thing accurately reflect public demand—and how much is it a wise policy on the part of the publishers? Michael Attenborough (Coronet) regards the demand, often from young, inexperienced buyers, for what's new, what's big, the ever-changing and overpriced and a lead title, far beyond its sales capacity and at the cost of prejudicing the chances of good new writers.

Philip Hannant (Corgi) says the entire publishing industry is publishing too many books. The industry alone sold over 450 million books in 1979, but the average number of pockets is 300 at the time. Publishers seem unanimous in believing the industry is suffering from overproduction and overkill.

So what should be the way forward? Three new years resolutions emerge. Lackluster of steadily selling stock titles must be worked out. Publishers must be encouraged to consumer conservatism and in build the financial resources to buy the small hitbooks they're crazy prices," says Vernon-Hunt, "but to stay in the business one has to pay." Older publishers are obviously at an advantage here (even Corgi has 1,300 titles in its backlist), but newer companies like Granada, Futura and Sphere are also building up solid stock lines.

When we are Married serves to celebrate Priestley's eightieth birthday in 1979 and Robin Lefevre's production does the old man proud. The action takes place during a September evening about 70 years ago. In Alderman Heilwell's house in Cleckley, a town in the West Riding, three couples meet to celebrate their joint Silver Wedding Anniversary: married in the same day by the same person. Having hetered themselves, achieved some standing in the community, self-congratulatory pride is much in evidence. A few more words to rebuke the apparently philandering church-organist, and the dismissal of a disrespectful devil-help, make the only discordant notes in a day of celebration. The solid ground of moral respectability and secure social status is carefully laid.

But the organist refuses to be put down and the fun begins with his revelation, overheard by the fractious lady-help, that the anniversary couples were not properly married. On stage, the way to panic, roappraisal replaces shock as they reassess their married states. Hen-packed Herbert turns on ger-

gon Clara; downtrodden Alice reviles atony Albert; the starman's Blackpool fling arrives to remind him of his promise to marry her if he was free. The twists and turns of the well-laid plot produce surprise and laughter time and again.

Beautifully designed, rich in character sketches, skilfully directed and acted the production shows the NT in fine form. And the Tiny Timmers' Trio adds its touch of period magic to a production that is well worth seeing.

The same can be said of the new version, by Pam Gems, of Chekhov's *Uncle Vanya* directed by Nancy Charles Vaupe directed by Nancy Meckler. A retired Professor of Arts revisits the country estate he inherited from his first wife. In his absence it has been run by his daughter (Sonya) and brother-in-law (Vanya) both in regular attendance; a marriage, Vanya's mother, his old nurse and Yelena, the professor's young wife, complete the family. Two friends: Woffles, an impoverished landowner, and Astrov, a disillusioned doctor, turning to drink are in regular attendance; a Workman hovers in the shadows. The ground is familiar; so are the emotions. Vanya loves Yelena who is loved by Astrov loved by Sonya. None of them is loved in return. The professor decides to sell the estate. The Passions come to a head, a decision to sell is rescinded. Yelena and the professor depart, Astrov leaves again, life settles back into its customary obscurity.

Tolstoy's angry dismissal, "the

New lamps for old

Heather Neill reviews Christmas theatre in London

Turkey, Morecombe and Wise, the Queen, snow never quite making it on cue: Christmas for most people is a time of comfortable familiarity. The surprises are few and far between and if a "show" is to be part of the family celebrations it is usually chosen for its fertility in surviving generations of children. Sometimes this applies to the production as well as to the basic idea: Dick Whittington's prehistory, but Toad goes on far ever. Toad of Toad Hall, this year at the Old Vic, still has the apparently indestructible 85-year-old Richard Goolden as Mole for the umpteenth year.

Peter Pan is the other perennial offering which, having the virtue of predictability, can be safely booked in advance. This year, at the Shaftesbury, there are changes, though the result shows the operation of scissors rather than a fresh mind on the text. The nursery is familiar, the beds where they always were, Peter's shadow might be the very same as in 74, or 77—or 37 fer that matter—the crocodile is as stiffly unfrightening and the scene changes as laberious as ever. But the mermaids are gone, except for a token fish lady with nothing to do; the loogoon is missing. Tiger Lily's part and the relationship between Peter and Wendy diminished. One feels cheated by the extremely short second act (what is this, an ice-cream shop with cabaret?) and there are still horrors like the particularly lifeless front-of-cloth animal ballet. The Indian dances are fun, though, and the flying pretty convincing despite the usual dorsal lumps.

Gayle Hunnleutt is every dad's dream of a legacy principal, but James Villiers' Captain Jack never escapes the spirit of the city, Mr Darling; his practical gear sits uneasily on him, so that he is actually nestier as the daddy who cheats in taking his medicine than the friend of the Frisky Cat.

David Wood's plays are swiftly becoming as traditional as mince-pies. There are 10 in various regional theatres this year and London sees the return of *The Gingerbread Men* (Royal Lyceum), the musical take of the Swiss clock cuckoo (Bernard Cribbins) who,

suffering from laryngitis (or "a toad in ze throat") is destined for the dustbin. His adventures, all of which take place on the top of a Welsh dresser complete with Gorgonzola, sugar lumps and honey pot, involve a naval shaker (Tim Barker), a swagging pepper grinder (Pepsi Maycock), a newly baked gingerbread man (Tony Jackson) a tetchy tea bag (Jacqueline Clarke) and a wide-boy mouse (Keith Vennart). There is plenty of conflict between these before the Old Bag is sweetened, the gingerbread man saved from human consumption, the cuckoo cured and the gangster mouse safely imprisoned, but all their knees shake at the Statorium tones of the Big Ones, the human voices off.

Mr Wood's trick of taking a miniature world and investing it with humor, danger, suspense, life-size problems and plenty of singable tunes—wins hands down over the all too common alternative for children: a watered down, sentimentalized version of the grown-up world. The cast rise to the challenge here and ably support Bernard Cribbins in a fast-moving production by Jonathan Lynn.

Sandy Wilson's *Aladdin* at the Lyric, Hammersmith, is a case of new lamps not always being better than old. It sets out to be not a panto but "a musical comedy for children" based on the original story from the Arabian Nights. Most there is a plenty, but comedy is in short supply despite a twinkling and inventive Dame (sans bonnet and dirty jokes) played by Joa Mele, a mincing Geni of the Ring (Belinda Lang) who all but asks if you are being served and a ger-

seously green Geni of the Lamp (Martin McEvoy) with gold sunburst hair permanently on end. The costumes and sets are charming, in a style that is a marriage of Oriental and thirties European. There are numerous moogled puffs of smoke, a charming Princess (Christina McKenna) who might have come out of *The Boyfriend* out on Abomazur (Aubrey Woods) who is quite sinister enough to collect a gratifying number of hisses.

But, for all this, and some splen-



Aubrey Woods as Abomazur, Christine McKenna as the Princess and Jee Melin as Widow Tuang Koo Chung in the Lyric Theatre's *Aladdin*.

did tunes, the result is not satisfactory. What we have is a hybrid, a musical comedy that looks as if it would like to be a panto. At present, children do not seem to be considered sufficiently for a start, the show lasts three hours, and one cannot help wishing that the burlesque between stage and audience might be breached. Perhaps Joe Melin,

who makes one swift forey into the front row, wishes so too; he is a caged geni obviously capable of developing a rapport with an audience of all ages, but he is restricted by the specifications of his part. Among the other seasonal theatrical fare in the London area there are various pantomimes, Dick Whitebreached, Perhaps Joe Melin,

Life-lies, life-dreams

John James

When we are Married by J. B. Priestley.

National Theatre/Lyttelton. Uncle Vanya by Anton Chekhov. Hampstead Theatre. The Wild Duck by Henrik Ibsen. National Theatre/Olivier.

When we are Married serves to celebrate Priestley's eightieth birthday in 1979 and Robin Lefevre's production does the old man proud. The action takes place during a September evening about 70 years ago. In Alderman Heilwell's house in Cleckley, a town in the West Riding, three couples meet to celebrate their joint Silver Wedding Anniversary: married in the same day by the same person.

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Tolstoy's angry dismissal, "the

play just doesn't move anywhere", seemed justified after the first two acts. But the production forces worked strongly in the remaining two acts and we were left of the end and elated, wondering at the frail brave humanity of humankind. With an impressive cast, the tensions underlying the play were brought out well in the direction, and Alison Chitty's simple setting rooted it in provincial Russia, suggesting space even where this stage has none.

Tensions are totally lacking in Christopher Marlowe's production of *Uranian's The Wild Duck* in Christopher Hampton's new translation. Its central weakness is the playing of Gregor (Michael Bryant) whose lack of moral fervour gives no drive to his crusading obsession against the life-lie. His smiling, tentative moralist offers no real challenge to the threat to be feared, no force to be resisted. Consequently Old Werle, Gine and Relling have nobody to pit themselves against, and there is nothing to draw Hamlet on Hedwig irresistibly to their doom. Only Ralph Richardson strikes a spark of poetry from the play: "the forest will have its revenge" was utterly believable.

When I saw this play for the first time in 1955 it moved me profoundly and changed my way of thinking. Among other things, Michael Gough made me detect the destroyer of the life-lie. I learnt the necessity of the life-dream. This nevertheless production merely sent me (and others) to sleep.

Captain's log, stardate one-four-eighty

Philip Bergson reviews 'Star Trek'

Notwithstanding evil Criticisms' As a television narrative, it efforts to foolhardily sap it with destructive re-view-phases, *Star Trek—The Motion Picture* (distrib. Guild) from "Star Trek—the Soap Opera" seems destined to disappoint to fulfil its maximum box office performance-capabilities. Before its London launch, cleft Trek-idea thronged the pavements with the other maligned denizens of Leicester Square eagerly seeking time-and-space coordinates (tickets) for the blast-off. In America, whence the original—the adjective is approximate—television series emanated a decade ago, the 40-million dollar movie achieved instantaneous impact financially, but they do PhD theses about *Star Trek* there, so success obviously represents the triumph of the American educational system.

There is a certain timelessness about interstellar Westerns (though the movie, at 135 minutes, seems to run "for ever"). The coup-aggies, upright, well-manufactured, multi-ethnic crew of the Starship USS Enterprise voyage through limitless space in the 23rd Century spreading American values to alien planets and becoming back investigations.

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Harold Appleton on human biology

Human and Social Biology was first published in 1973 and proved so popular that three reprints appeared within four years. A new edition is now available, substantially the same as the original, but extended to cover all O level courses and suitable as an introduction to the new A level social biology courses. The chapter on diseases and their methods of transmission alone makes this a

This latest book will be very useful because it is very difficult to devise suitable experiments for O level pupils which are acceptable to the safety committees and other bodies whose recommendations over the past few years have excluded almost all useful practical work with children below the age of 16. The

sufler informant nr be subject to
gratit, left. In the hands of the
class but, unfortunately, this is not
an uncommon tendency anyway, and
does not reduce the usefulness of
the information itself. Careful prepa-
ration and loan-in work will proba-
bly do much to avoid this problem.
The information given is of a
standard that it should suffice for

Children's literature
Angels and c
Neil Philip on Leon Garfield

hl's translation of the "Kichimot of
k (£3.50) has a helpful introduction
ennant. Pages without either color
attractive borders and each contains
aboigt" is made accessible to young
we presentation.

Angels and c

Neil Philip on Leon Garfield
 Goslack and Harris. By Leon
 Garfield.
 Kestrel £3.75. 7226 5529 0.

Mr Top-Morlun, when "was all music. He lived it, breathed it, and even had dreams of eating it: whole platefuls of crochets the size of mutton chops" is a poor substitute for the diffident Mr Brent of the earlier book, and Cassidy and O'Rourke lack the sinister appeal of club-footed Mr Raven. While the supporting cast is weaker, the recklessly ingenious Harris and his faithful sidekick Bantock are, despite Bosy's love-sickness, their old hilarious selves.

and East Sussex, but still their contacts in the north. Last term they linked up groups of teachers in inner London.

Meanwhile, Weiss and Lurie are preparing a report, mainly on two years in the north-east, which they hope to publish later this year when the project is expected to be completed.

They are also working on pack material.

In the north-east, the project spanned a variety of secondary schools, subjects and children.

Biology was the main choice for various reasons: the suitability of the subject for animation, staff relationships, and the physical proximity of art and science rooms. But the same technique—together with art-framed live action—was applied to PE, to illustrate accidents in the gym, and to Home Economics demonstrations of making an apple pie.

continued overleaf

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1990

Peggy Heeks

Section one, introducing the Library, contains exercises on library layout, classification, basic stock, etc. Section two, Library Assignments, is a series of quiz questions on natural history, famous people, transport, zoology and astronomy. Quiz games have a value in library induction but it is limited; if pupils are to nurture their learning through the library's resources which, Mr Williams might note,

assumption that all schools offer a detailed subject indexing and classification. But the thoughtfulness appropriate to the realistic assessment of pupils' information intake, the up-to-date bibliography, and the emphasis on co-operation between teachers and librarians are all to be commended. Observations are drawn from practices in Scotland, but the overriding message that school librarians need looking after and interacting throughout the school day, will find acceptance throughout Britain.

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(g)	A. M. F. Niass.		
	Longmuir	£3.25, 582	35157 X.

express themselves effectively when dealing with French-speaking buyers and distributors.

In addition to a wealth of specialist words and turns of phrase not easily found in dictionaries, the appendix is full of useful information and practical advice on "Preparing your visit", "Using the telephone", "Introductions", "Social formulas" etc. I notice two minor errors: "le Ford Motor Co" and "fecundix" which is rarely used in the sense of "fecundous".

Gravisse-like, the author's wh strategy has been directed capturing *La Bon Usage*, rather than trying to encapsulate French grammar in the traditional way. The 40 texts that introduce the chapters are eminently suitable regards interest, length vocabulary and syntactic structures. The favourite passages are *Mère et fils* and *Race*.

The only departure from this general approach is the inclusion of formal, yet

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Extra

Christopher Griffin-Beale reviews the Schools Council project: Communication and Social Skills (13-16) through the use of Audio Visual Media.

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11-11



"Enthusiasm and purpose" continued
teachers do encounter—the organizational challenges presented by the new modes of working. In some north-east schools such group work was an innovation.

More common were the problems of sharing out the audio-visual equipment: if some groups were speedier (or less ambitious) in their programmes, they could get bored waiting for the other groups to catch up. And it could be difficult to find enough activities in a simple film or television project to occupy everyone in a group.

More interesting, however, was the challenge to the teacher's authority when pupils investigated for themselves. The audio-visual media can act here as a kind of catalyst, changing the relationship between teachers and taught.

But apart from these effects, and apart from one or two inappropriate topics, many teachers have been impressed by the benefits to the pupils, a judgment supported by the project's evaluator, Lewis Owen of Huddersfield Polytechnic.

The report will have many examples to show how "this kind of education can dramatically change the way young people see themselves": pupils of low academic ability blossoming out, developing new skills and confidence and improving their basic skills.

One advantage of this activity—its immediate interest—is that it is communication for a real purpose. While most that is conventionally produced within a school is solely directed to the teacher to the familiar role of examiner or adjudicator, these films, tapes or slides have a wider audience—other classes, teachers, or even parents and governors.

The need for grammatical rules, for instance, now becomes manifest. One pupil, given a script to read in front of the television camera, complained at the lack of punctuation that made it impossible to phrase properly. The group revised the script, adding the punctuation.

Linking this activity to a major curriculum subject is not merely a cosmetic attraction. Although some teachers think their progress

through the syllabus was slower, many apparently think that the activity encouraged pupils to have a deeper understanding of what they did cover.

Shelia Graber comments: "The thing about animation is you've got to understand the process. If you are going to do it, if you don't understand the process, you can't animate it."

Graber's confirmation came when one girl had difficulty animating the movement of blood through the heart. Looking at the textbook diagram, she just could not visualize the blood movement. When she and the art-teacher consulted the biology teacher, it was discovered that there was a valve missing in the textbook diagram.

Weiss and Loran reflect how often that mistake may have been overlooked by pupils around the country. At Tyndale High School's videotape on mining, in the television programme *Making a Living*, illustrates, audio-visual media gives pupils ample chance to integrate factual understanding with some

kind of emotional and creative comment.

Although the project and the schools were setting out existing equipment to determine the choice of media, several teachers have confirmed the need for a medium which pupils could control and which imposed some discipline.

Although St Leonard's has video equipment and Bill Parker had previously done video work with his non-examination boys, he found they could exercise greater control over the slide.

Shelia Graber stresses the value of the careful planning needed for animation. Some "live action" filming was also involved but the animation was achieved by stop-frame and "pixilation" effects which conserve the use of film-stock and require greater precision than normal filming.

Most of the evidence for the project's report comes from these non-examination schools but it is confirmed by subsequent experiences around the country.

Despite economic constraints, the prospects for extending such audio-

visual activity in schools do not seem that bad. There is still under-used equipment in schools and the cost of software has proved a problem. The decline of the tertiary sector may indirectly help secondary schools by releasing a certain amount of redundant television and other audio-visual equipment for use by local schools; the television equipment used by Durham schools was left over from a college "reorganization", for example.

The project's directors see the importance of in-service and pre-service training, but the project's strength (as with all such curricular ventures) ultimately depends on the influence on what teachers do in the classroom.

So it is encouraging that the project's influence on many of the North-East schools has well survived the project's termination to the south. Indeed, two colleagues of Shelia Graber's from King George's Comprehensive, South Shields, have now moved to other schools and are starting to develop similar work there.

"Set from the small screen" continued.

British television is acknowledged to be among the best in the world, and this is due mostly to its tradition of producing and screening "single plays" (that is, "one-off" plays that are not constructed to fit the demands of a series or serial). This art form was perhaps at its peak in the early 60s when commercial companies such as ATV, Granada and ABC Television (as well as the BBC) were producing four or five new single plays a week between them.

Commercial pressures in recent years have resulted in such plays becoming something of a rarity on TV: after all it is much easier to sell advertising spots within a long-running serial than within an unknown play; and it is financially much more lucrative to try selling a series rather than a single play on the overseas markets.

Even so, the single play survives, and (because it is among the most expensive forms of television) it often represents the crispest and least indulgent dramatic writing around. Partly this is because television blunders the theatre for new talent, looking around the "Fringe" for experimental and promising writers, who are seized upon and then helped to produce the incisive script that will win a skirmish in the battle of the ratings.

All this is quite different from the

Elizabethan battle for the South Bank audience. Just as a new play from Willy Shakespeare would excite the town, so a new Dennis Potter or David Mercer or Alan Plater teleplay is watched with interest.

Sadly though it is usually only a few press critics who give such plays any serious or constructive attention. Academic criticism is rare or smacks of Luddite-ism.

I am not asking for special treatment for the television play. I am certainly not asking that each play be murdered by dissection in literary criticism seminars. All I am saying is that the best television drama is the most thoroughly researched and polished dramatic writing of today; and that there is nothing academically superior in writing a stage play (or a sonnet) compared with writing an original television script.

Of course poor writing does find its way onto the screen but then bad plays are performed on stage and bad verse finds its way into print. What is important is that we help pupils and students to distinguish between the good and the indifferent.

Nothing is done to develop their critical faculties if we ignore what is obviously the largest and most successful form of drama—we are simply reinforcing the all-too-common impression that set hooks and literature studies have little to do with the real world.



A still from "Julia", one of the Humble with Care series, available on 16mm film and Philips VCR cassette.

MAKE UP YOUR MIND

Carolyn O'Grady reviews some of the health education and discussion films now available

Showing a film in a lesson is still regarded by some teachers as a soft option to be avoided or welcomed depending on individual temperaments. Over the years, however, educational film companies have demanded more and more of the teacher. Films have got shorter while the expected preparatory and follow-up work is longer.

This is no more evident than in the relatively new genre of discussion starter films on questions of moral outlook, health or religion. Only the teacher with energy, imagination and the right information will appreciate the good ones; to the lazy teacher they will yield nothing.

Such films usually come with copious teachers' notes and instructions. The slowing must be preceded and followed by discussions which, if they are to be useful, have to be imaginatively and sensitively led. The outlook of the producers is the same in two important respects: they take as their starting point that everyone has to make up their own mind about the issues they deal with and in many ways choose for themselves the sort of person they want to be. Preaching and facile answers are usually avoided.

These films are becoming available from an increasing number of sources, but there are two main producers representing an interesting contrast in the way they operate and the style of their films. Liberation Films are housed in a small, rather dilapidated office in an unfashionable part of London. They work mainly with community groups but have also made a number of "Trigger films" for the

Health Education Council and other bodies on subjects including VD, alcoholism and mental health.

Liberation Films do occasionally employ actors, but more often than not the films are made with non-professionals, often groups of children, and they tend to be unscripted. Unlike most other films on the same subjects, Trigger films have very little information content and don't adopt an admonitory attitude to any of the issues. Rather do they erect rigidly and master-of-factly to the occasion a subject of discussion by a group of young people aged between 14 and 17 who talk about growing up and self-concepts. And *The Grandmother* is a study of the relationship between an old lady and her grand-daughter.

Opinions about Trigger films vary considerably. Critics complain that they are sometimes too long and rambling, and often amateurish, which they are, if the only criteria are technical expertise and good acting. Trigger films, they say, are rather hit and miss in their effects

continued on page 24

Health Education Films

"DYING OF THIRST". About drinking and alcoholism. Vigorous, thought-provoking. For 13-16 year olds.

"JUST A HABIT". Reflects the pressures which entice young people to start drinking. Semi-documentary. For 14-16 year olds.

"GETTING DRUNK". Thoughts about drinking, expressed by teenagers, police, social workers, teachers. For the 'caring professions' and teenagers.

"A WAY OF LIFE". What is it like to be overweight and fat? The story of Jack, from childhood to adulthood—the prices he pays for being overweight.

"COMMUNICATION". Explores breakdown in communications between teenagers and their teachers, parents and peers.

"POINTS OF VIEW". Highlights differing views of parents and their teenagers. To be shown in conjunction with "Communication".

"LOVE, LOVE, LOVE". Looks at the many different kinds of love we experience.

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SMALL SCREEN TEXTS

Why not a television script for English O level, suggests David Self

One particularly depressing sound still to be heard in the land is the English don whin, while lecturing on Shakespeare as a truly popular dramatist whose plays could pack the Globe any afternoon, scorns television drama simply because it caters for a mass audience.

More people see a single transmission of a television play than saw all of Shakespeare's plays during his lifetime. Similarly, a modern drama must fill a theatre six nights a week for 30 years in order to equal the overage audience of a *Play for Today*.

Paraphrase it is precisely because of these facts that there are still those who believe television drama to be intrinsically inferior to any other art form and to be unworthy of critical study. Of course much that appears on the small screen is best forgotten but the drama should not damn the total output, nor should we forget that the Newsom Report made "a strong claim for the study of film and television in their own right" and that the Bullock Report pleaded with schools to make work in film and especially television a normal part of their study.

The proliferation of video cassette recorders and the fact that publishers such as Hutchinson Educational, Longman and Eyre Methuen

are making television playscripts readily available mean that the study of television is nowhere near as difficult to manage as it once was. Of course it is possible to say that a script is no substitute for a video recording, but the fact that a play script is only a kind of notation for a theatrical performance has not prevented the examining boards from setting theatrical scripts for study. So when will a GCSE board dare to set a television script for study in an English literature O level course?

This is the real point. The study of television should not be confined to a ghetto labelled "media studies". Obviously such courses have much to recommend them. Many useful projects have been undertaken to help pupils appreciate how the television channels are controlled and how the schedules are built up; to see how bias can enter current affairs programmes or how issues can be kept off the screen; and to consider the social effects of television. But valuable though the sociological approach is, all too often it ignores the artistic aspect. Just as mathematics and business studies have embraced the new technology, so must literature.

continued on page 25

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"A lifelong influence" continued from page 26

Barry Hime's Speech Day with accompanying script.

Ideally, good practical television work can only be done satisfactorily in small, well-trained groups. In this area, which cannot be properly organized into general class time, it is a good idea to set up a television club to move ambitious programmes can be made in a more leisurely atmosphere after school—a venture we have just begun.

It is all very well to be offhand and simplistic about work done in school at a distance. You may well have been wondering about more down-to-earth considerations such as our equipment and methodology, and the planning and timetabling of the work. For the course I have access to one Philips VCR machine; two microphones, a tape recorder, one stereo record player, a Sony black and white video camera and one 500-watt photographic lamp. Many schools now have VCR recorders and the only luxury here is the camera which can still be bought for less than £400 including a zoom lens and tripod. It is now in continuous use.

Colley School is a mixed 11-18 comprehensive of about 1,100 students in a social priority area in Sheffield. The course itself is one of two fourth-year options offered by the English department, the other being English literature, examinable both at CSE and O level by the AEB. The English language work

is taught on a mixed ability basis throughout the school and leads to the 16 plus continuous assessment course. Unfortunately, at present only CSE status and does not attract enough of the higher ability children to get a balanced range. To solve this I should have 16 plus status which I hope to get for it soon.

The allocated time is two double lessons (70 minutes each) per week and the work is assessed 100 per cent on coursework from which 15 pieces are selected. Through an optional 25 per cent exam component could be brought in according to preference.

A large range of activities can be fitted into the five terms because the course is planned on an assignment or work unit basis, cutting out more extended projects or research work which to me can be two of the less desirable aspects of CSE courses. As many of the units are possible rather than more "thinking" tasks rather than more "making or copying" work, the emphasis is on as much practical work as possible.

The work units themselves need the minimum of art materials, though it is useful to have a running requisition of about £100 through the year for a group and stationery as the need arises. Because of the extreme topicality of the subject it is virtually impossible to order everything for the course a year ahead. As can be seen the course need not be prohibitively expensive but must be based on

practical work rather than theory or analysis.

Most other media-based courses I have come across have either catered more for higher age or ability ranges, such as sixth form communications or O level film studies, or have simply formed a small component of work in the middle school in the shape of making up slide packages. Regarding these may be the challenge that interests me most is the potential for improvement of the verbal and written skills and confidence of the less able through audio-visual material.

True, CSE or 16 plus "media studies" may not be much use with employers, but if the course has worked well for the students, they will have done some useful practical work on a subject that will be strongly influencing them for the rest of their lives. Already in the new group that started this year I see a markedly more informed and confident attitude towards the media developing in informal conversations. One of the incidental advantages of having a member of staff with expertise in media studies, generally, and teaching with television in particular, can be that he or she can offer their services as adviser in the cause of advancing the use of visual aids in other departments. This is important if the use of such material is to be seen as essential to all areas of the curriculum, rather than, at its most cynical, "luxury" to give teacher a rest.

The success of audio-visual lessons will have usually taken far more preparation than a verbal or written equivalent though to the uninitiated the opposite often seems to be true. An informed sympathetic school attitude towards the use of visual stimuli is the success of media studies work. Alternatively, though, this attitude could well be the result rather than the inspiration of the course.

It suffices to say that the use of visual communication and criticism generally will, I am sure, become steadily more important in mixed ability teaching in all areas. For those reasons, and using the methodology discussed, I feel media studies can be well justified as a separate and distinct subject on the secondary school timetable. I hope that my thoughts will in due course be shared with other colleagues who are doing similar work, as I often feel I am working in isolation. At the same time they encourage those who would like to plan such a course. I will be only too happy to send those of you who are interested further details of my syllabus.

I recognize that most of the ideas here are anything but new or wildly original in themselves. That is not the point. Rather it is an attempt to codify a number of approaches which teachers of all subjects, particularly the humanities, may have used in past many times.

PIECES OF ART

Peter Dormer on the Arts Council mobile film library

The Arts Council is not everyone's idea of a bargain basement, but the package that its mobile film library offers in schools is very valuable. The package includes a selection of films about the arts plus a projectionist and projection equipment, and the fee for a morning or afternoon session is less than the cost of hiring a single 50-minute film through one of the other agencies.

Recognizing a good deal, some teachers are not sure that the mobile film unit is worth the cost. Among the films on offer are *News from Nowhere*—William Morris; *Artist, Writer and Sociologist*—Paul Nash; *Language of Design*—a widely praised film about the surrealist painter Rene Magritte. But this bargain may not completely fit the potential customer. The mobile film unit service further and higher education as well as schools. Some of the films on offer are too difficult or esoteric for secondary school use while others need some detailed back-up work. The problem is that the Arts Council is not geared to producing back-up material.

Bump-up teaching kits are not available with films partly because the Arts Council lacks the staff and money to produce teaching aids but also because the Arts Council's function in funding films on the arts is not primarily on educational purposes. Ron Wilson, head of the Arts Council's film department, is anxious to dispel the notion that the films on offer are essentially educational tools: they can be used as such but every film that the council subsidizes must stand

up as a film in its own right. Wilson considers that there has been some misunderstanding over this, and he is critical of the educational process for judging the council-sponsored films against an educational model that the films were not aspiring to in the first place. Some reviewers have, for example, criticized the Paul Nash film for not matching up to the educational model.

Nevertheless, it has been one of the most sought after by schools and colleges, suggesting that teachers are more appreciative of the film's role than are the critics. Indeed, the very fact that Arts Council films are meant to have more of a general audience appeal than a trip round a gallery or the teacher's slides taken during last summer's holiday.

And although some of the films are not instructive in the conventional sense, many of them do offer an introduction to an artist's work that a trip round a gallery or the teacher's slides taken during last summer's holiday.

As for the future one can only hope that somehow the Arts Council, faced like everyone else with expenditure cuts, can continue with this service. Sir Roy Shaw, secretary-general, has said that education has to be a priority for the arts. It was through his efforts that the post of education officer at the Arts Council was established. With luck this officer may be able to provide the help that services like the mobile film unit need.

A new Arts Council film on Stanley Spencer is reviewed on page 30.

"In demand" continued. Tary and report form than in the use of film and video as a close-knit means of presenting information. The conclusion that could be drawn from this is that what concerns students who choose such means is that they are being presented with an opportunity for access to such media, however limited.

Their access to the mass media takes the form of representing their own observation of the experience of it. Put another way they are no longer merely the members of a passive mass audience, but active critical participants and appropriators of the methods their critical approach causes them to discover. Contributory to this process are the demands of the syllabus for the student is expected to have a more positive approach than the rather glum dissection of the superficial association with technological media can encourage.

When a student submits a project choice involving the use of audio-visual equipment, he or she has to guarantee the comprehension of the broad communication problems involved. For example for the production of: (i) A television programme or a film comprising 15 minutes of viewing, it will include: (a) a definition of the target audience; (b) a modified story board, showing key points and sequence with details of any music and sound effects; (c) photographs of visual material (captions, slides, film sequences); (d) script, giving full instructions for production crew without the need for any additional instructions.

Such an approach indicates to the student through his or her own practical experience the superstructure of the mass media presentations and the work of the A level is designed so that any discoveries about the communication process that are intellectual or theoretical can be manifested in the academic aspects of the subject. These come under the headings of mass communication, means of communication, theories of communication and the development of communication.

It may be a little early to say, but what could be happening in terms of the use of audio-visual media both in and out of the A level is the start of a revolution in expression. Perhaps it is similar to that revolution in expression that access to literacy has brought about in the last hundred years.

The mode of operation is of course different: the first revolution involved picking up a pen and opening a book while the second involves

the use of integrated technology. However, in common with the revolution in expression that literacy brought about, expression through electronic media is taking place in education and it should not stop there.

The promise of community broadcasting and real access to the media ought to be realised, so that the enthusiastic work created by students becomes not only a valuable exercise but also a preparation for a contribution to the material community. A part of the solution in what has been called the Crisis in Communications.

Information on Advanced Level Communications and on Ordinary Level Communications which is shortly to be offered can be obtained from The Associated Examinining Board, Wellington House, Aldershot, Hants GU11 1BQ. Mark for attention of Marion Stradwick.

Ron Fairfax is lecturer in Film and Communications, Hull College of Further Education.

NOTES AND ARTICLES

By Hilary Thompson

In 1977 the British Film Institute produced a publication called the first time a catalogue containing all the films that the BFI had fully or partly financed in its 25-year history of film production—from the experimental film *Entrée des artistes* in 1952 to the production board in 1976.

It contained notes on all the films and articles about the fund and the industry during that time. There were also articles on aesthetic groupings, narrative feature films, and documentaries, which sought to provide a further context for the work produced in the last decade. A new catalogue of productions, published in December, 1978, extends this to provide useful and original articles on aesthetic groupings that represent the main concerns of the films funded by the

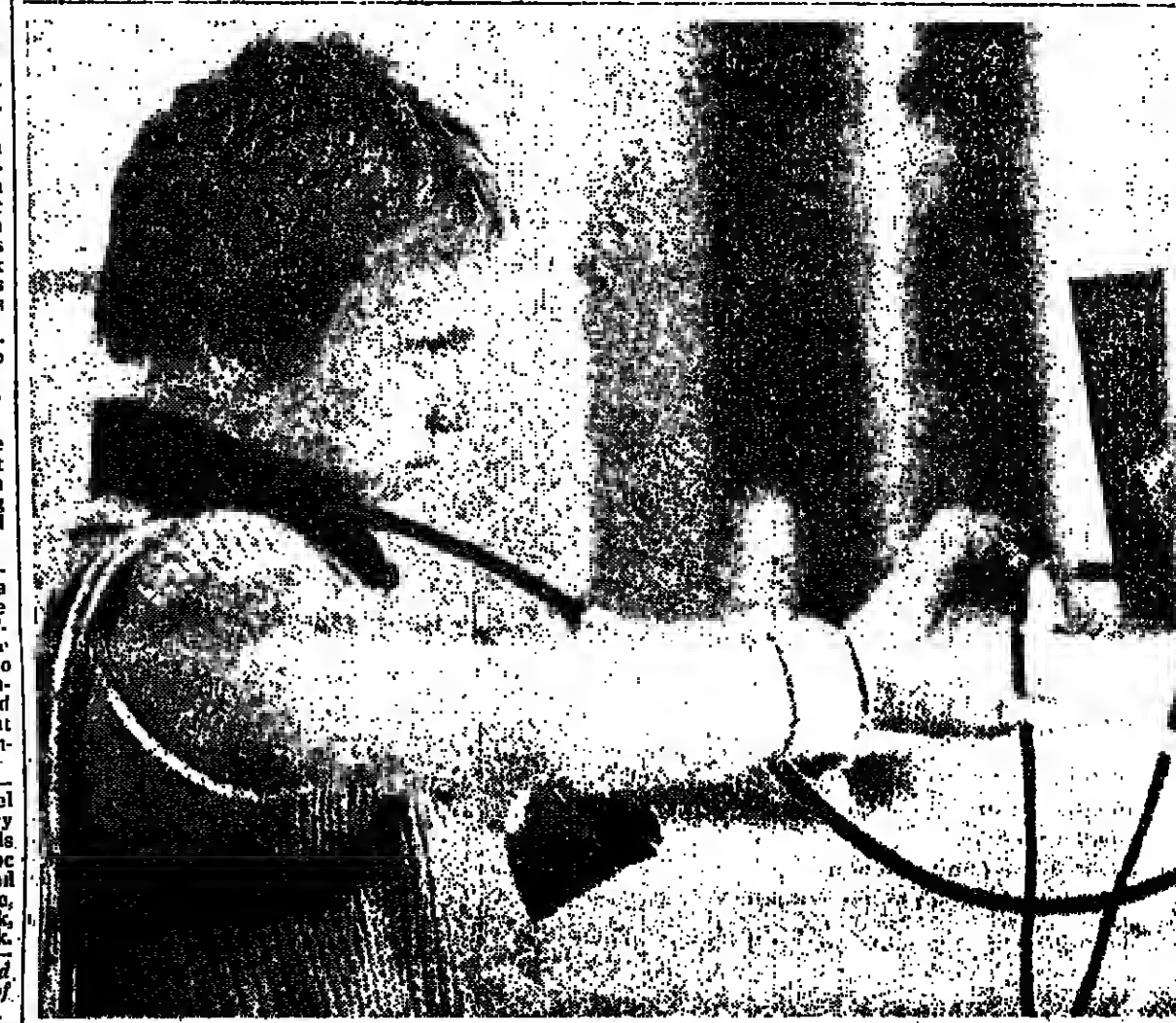
BFI in 1977/78. Rather more significantly, the catalogue also provides extensive and illuminating notes and articles on each of the 15 films and one video project that were produced.

These notes and articles provide useful contextualizing material for the viewer and programmer alike. This publication has, rather than

tempted the notion of a "catalogue" and turned a rather passive marketing tool into a more active context for the viewing and study of films. These contexts include interviews with the film makers, articles by the filmmakers, articles by others, other relevant material that adds insight into a particular film and additional visual material that is intended to illustrate aspects of the films that are considered central. Most of the articles and interviews were commissioned for the catalogue to provide contemporary and specific analysis. The films represent in part the independent British film culture struggling to survive and develop in remarkably adverse economic conditions. This at a time when the independent film industry awaits the outcome of

the Government's examination of film production and distribution. The catalogue thus represents a range of concerns from production and distribution policy through to specialist sociological examinations of particular films and attempts to make a contribution to a variety of contemporary debates about film and the cinema.

The catalogue is available from BFI Publications, 81 Dean Street, London, W1P 437 4359 and costs £1.50. It is 96 pages long and contains a full distribution guide to all BFI productions. It contains articles by Peter Smith, Hilary Thompson, Keith Griffiths, Elizabeth Cowie, Pam Cook, Anne Courtois, Phillip Drummond, Manuel Alvarado and others, articles and information on the following films: *Before Midnight*, *Riddles of the Sphinx*, *Above us the Earth*, *Down the Corridor*, *Home on the Range*, *Mounted*, *Mirror Phase*, *Animation for Live Action*, *Romance Let Down Your Hair*, *In the Forest*, *The Life Story of Bud*, *My Way Home*, *A Walk Through It*, *36 in '77*, *Silent Partner* and video pieces by Peter Donobauer.



IN DEMAND

Ron Fairfax on the further development of A level Communication Studies

Since an "A" level in Communication Studies was first offered by the Associated Examining Board for examination in 1978, demand for the subject has grown quickly. In 1979, 600 students registered at 60 centres in schools and colleges throughout Britain including Northern Ireland. This expansion reflects perhaps the same concerns that gave the subject its origins: "The syllabus stemmed from a concern for the development of the practical skills of communication. These were to be embedded in a study which was designed to be relevant to the student's experience and needs, as well as to be realistic and developmental."

An article on "A" level Communication Studies finds itself in a TES Extra on Film and Video not because the "A" level syllabus wholly straddles media studies but because it gives students the choice to choose to express their work in practical exercises of film, video and other audio-visual skills. There are other choices of presentation for the project that each student has to offer, as part of the examination, mainly students choose conventional literary forms, but the use of film and video is also



Students viewing their film through a scanner and looking quite satisfied with the result

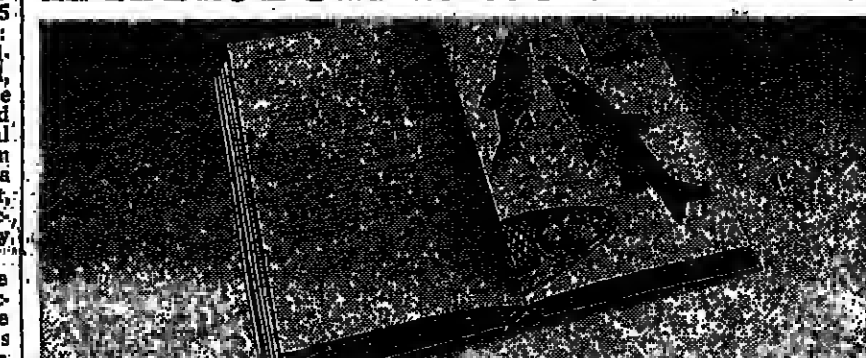
popular. Increasingly the operation of a mixed choice is becoming evident.

The aim of the project is to discover how communication works, and which means are most suitable for solving particular communication problems. That film and video are used seems to indicate the scale

of resources existing in schools and colleges, and also the effect that modern media have on communication values and the influence they have in the experience of students. Choices of titles and areas of consideration point more in the direction of the mass media dominated

continued on opposite page

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OVERSEAS NEWS

United States

Chicago back from brink

by Clive Cookson

WASHINGTON

After weeks of intricate financial manoeuvring, an elaborate \$875m rescue plan has been arranged for the heavily indebted Chicago school system (TES, December 14). The bail-out which involves the board of education, city and state governments, banks and unions came after the 48,600 teachers and other school employees had missed two fortnightly salary cheques, but just in time to prevent what could have been a prolonged closure of the nation's second largest school district.

The plan may yet come unstuck. Already the Chicago police pension fund has backed out of the \$15m loan it had agreed to make as part of the package, after the police union complained the investment was too risky, but that did not wreck the plan. The main thing

was that the Illinois state legislature approved the package. Short-term loans totalling \$325m will see the board of education through its immediate financial crisis: the payment of overdue salaries and pensions, debts to food, milk and supplies vendors and bus companies, and federal taxes. Later, \$500m worth of long-term bonds will be issued to provide longer-term financing.

A five-member financial control board is being set up to oversee the school system's funds. This independent authority will be headed by Chicago businessman Jerome von Gorkon.

The control board is sure to insist on sharp cuts in the school's \$1.4 billion annual budget—probably between \$60m and \$100m this year and more next year. Between 700 and 2,000 jobs could be eliminated by September, said Catherine Rohrer, president of the board of education. It remains to be seen whether the

financial control board will also have to raise new property taxes to keep the system afloat. New York Mayor, Ed Koch, who is trying to avert his city's recovery from its mid-1970s fiscal crisis, has proposed a \$111m budget cut for the board of education in 1980-81 and a further \$182m cut the following year. The proposal would mean the loss of more than 7,000 school jobs over the next two years—excluding an estimated 4,000 compulsory lay-offs—and it provoked cries of outrage from the board of education, school officials and teachers unions.

A board spokesman said such cuts in its \$3 billion annual budget would mean "a drastic increase in class size" despite falling enrolments, and Albert Shanker, president of the American Federation of Teachers, promised the mayor "the toughest fight of his administration" if he tried to get the cuts approved.

The Netherlands

Job prospects worsen as junior enrolments fall

by John Richardson

Newly qualified infant and junior school teachers are finding it more difficult to obtain posts.

Of 10,000 teachers who graduated from training colleges in 1978, only 6,000 had found teaching jobs nine months after qualifying, according to a survey conducted by The Hague Institute for Social Science Research Study and Advice (KANSI). One thousand four hundred had found jobs outside the profession, 400 were involved in further studies, 200 of the men were doing national service, and 1,600 were unemployed.

Comparison with an identical survey carried out two years previously shows a deteriorating employment situation.

Of the class of 1978 it was females trained for the junior age group (six to 12) who had most success in finding teaching posts. Seventy-three per cent of them had found jobs nine months after graduation. But 86 per cent of the women junior staff of the class of 1976 were employed as teachers after a similar period.

The 1978 junior trained males fared worst with only 47 per cent finding posts, although 30 per cent of this group were in military service. But of the similar group of 1976, which was also affected by national service, 60 per cent had found teaching jobs after nine months.

Unemployment is greatest among those trained for the infant sector (four to five) which is traditionally a largely female preserve. Of the 2,482 women infant teacher graduates of 1978, 57 per cent had found teaching jobs in nine months, while 24 per cent had taken jobs outside the profession.

For those who qualified to teach infants in 1976, after nine months 68 per cent were teaching, while 14 per cent were employed outside education.

There appears to be little connection between the age of the incoming teachers and their success in finding posts. The main factor affecting their job chances is region of residence.

Of those that live in the Randstad



conurbation of south Holland 73 per cent had found teaching jobs and only eight per cent were unemployed. But in the economically depressed region of Limburg, in the south-east, 29 per cent were not employed.

The underlying causes of this increasing mismatch between the supply and demand of infant and junior teachers can be found in changing population growth trends and a failure to adjust teacher supply to a similar pace.

In 1960 the Dutch population stood at 11,417,254. By 1980 it had grown to 13,871,200, and it is forecast to reach 14,752,250 by the end of the century. This growth is largely the result of people living longer. It is forecast that the average of those over 65 in 1980 will be 25 per cent higher than in 1975.

The birthrate has been dropping steadily from 19.2 births per thousand in 1969, to 12.5 in 1978. In 1978 there were 247,638 births in the Netherlands. This fall in birthrate has inevitably affected the infant and junior age ranges in the school first.

Between 1968 and 1978 the number of children in the infant school dropped from 488,819 to 430,000 and in the junior schools from 1,450,142 to 1,409,800, while in the secondary and higher education sectors the numbers showed a significant increase.

OVERSEAS NEWS

West Germany

Hundreds of teachers face charges on alleged overtime pay swindle

by David Dungworth

State prosecutors in various districts of North Rhine-Westphalia are pressing charges of fraud against several hundred teachers who have allegedly been supplementing their already high salaries with regular and substantial claims for illegal overtime payments.

The charges have been brought by the state auditing department which has been examining the records since 1976. At that time during a random check on 82 teachers the accountants found that 30 of them were guilty of making false claims, some going back over a number of years.

Subsequent investigations have indicated that between 1974 and 1977 the amount wrongly paid out was approximately Dm4.4m (nearly £1.2m) and in the school year 1977-78 alone the figure rose to Dm4.7m.

Teachers in North Rhine-Westphalia are entitled to extra remuneration for lessons given in classes taken for absent colleagues above an average of 25 hours a week. Current rates are Dm21.25 (about £5.50) an hour for staff in vocational and intermediate schools and Dm24.75 an hour for grammar school

teachers. The latter are the main culprits, being responsible for 70 per cent of all the offences discovered in 1978-79.

Close scrutiny of the claims forms submitted has revealed a long list of abuses. Additional payments had been demanded for extra-curricular activities such as accompanying school parties on excursions and attending conferences or parents' meetings which do not count as overtime, for Sundays and public holidays, for non-existent dates like February 30 and June 31 and for periods when the teachers concerned were officially absent through illness.

The consequences have often been astounding. There have been numerous instances of excess payments varying between Dm5,000 and Dm10,000. One grammar school teacher received Dm12,000 over five years and a secondary modern school headmaster Dm15,000 in four years.

And in the most serious case of all a women teacher in an intermediate school was overpaid by Dm74,000 in the space of two and a half years.

According to the auditors much of the blame lies with head teachers who have countersigned claim forms without verifying them and with the civil service salaries office

in Düsseldorf for its lack of proper control over payments.

Claims, made by telephone have frequently been authorized without any written support whatsoever. Ministry officials are also severely criticized for failing to draw up adequate regulations relating to overtime payments.

Early last year Land education minister Herr Jürgen Girsogen, who tried to play down the scandal when it originally came to light, gave teachers the opportunity of avoiding criminal proceedings by repaying any amounts wrongfully claimed. But by mid-December the total sum repaid was only Dm 736,000.

The teachers' union, the Gewerkschaft Erziehung und Wissenschaft, and the parents' association, the Elternrat, have both described the allegations as "a deformation of the teaching profession". They maintain that the procedure for submitting overtime claims is as complicated that in many cases the excesses are the result of genuine mistakes rather than deliberate deceit. Nevertheless the numbers of teachers and the sums involved make it clear that the problem is widespread and systematically practiced in North Rhine-Westphalia if not in other Länder.

Europe

Fourteen countries face population downturn

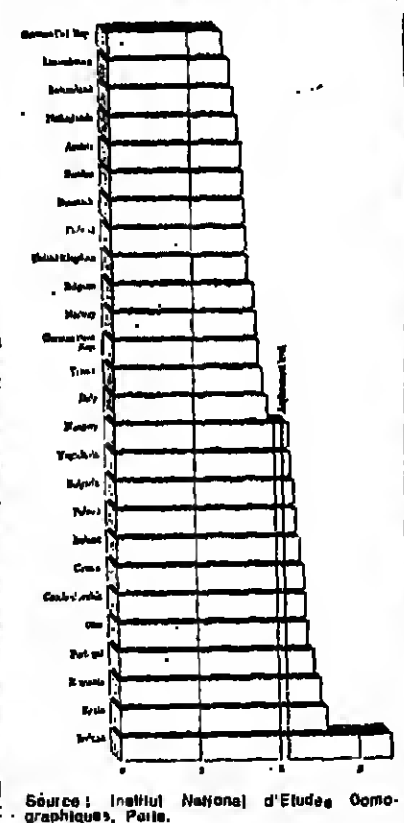
The birthrate in 14 European countries has now declined to the point where the present generation of parents is not replacing itself. Populations of these countries will start to decline within the next 20 years, if they are not already doing so.

This overall decline has already begun in a number of countries, including East and West Germany, Austria and Luxembourg. If present population trends continue the population of West Germany, for example, will fall from 50 million in 1975 to under 40 million in 50 years' time.

Birthrates started to fall in the mid-1960s in capitalist and socialist European countries alike. Professor Milos Mucica, of the Belgian Ekonomski Institut, writes in the latest issue of the international development quarterly, *Peuple*. "It is highly probable that fertility will follow the downward trend in most of Europe for some years to come."

National attitudes towards this situation vary enormously. West Germany views the decline as a serious problem, although some Christian Democratic leaders advocate pro-natalist policies. In France, where the population is still increasing, there is great concern about the threat of a declining population and a shortage of beneficiaries to the welfare state.

Hungary attempted to stem its declining birthrate by banning legal abortions in 1974 but, after an



Source: Institut National d'Etudes Démographiques, Paris.

initial upswing in the birthrate, this again began to fall.

Demographers agree that the availability of contraception, abortion and sterilization has only a partial effect on the birthrate. "It is a question of what people want, not what technical means they use to implement it," according to John Riley, editor of *Peuple*.

Figures released last week showed that births in the United Kingdom in 1979 were nearly 7 per cent up on the year before—a greater increase than the demographers predicted.

People's International Planned Parenthood Federation, 18-20 Lower Regent Street, London, SW1 4PW.

France

Central control for students

by Jane Jessel

Conditions of enrolment for foreign students wishing to enter French universities are to be reformed to give stricter central control over admissions.

Under the Government proposals, which were last month narrowly endorsed by the Conseil National de l'Enseignement Supérieur et de la Recherche (CNESER), a national commission will be established to centralize and consider enrolment requirements and to allocate successful applicants to various universities. It will do so taking into account "preferences expressed by the candidates", but also "the requirements of French higher education". The commission will be composed of representatives from the ministries of foreign affairs, of universities, and of co-operation (overseas aid).

The reform will necessitate a preliminary French language examination, organized by the French cultural services in the consular field of those with the *Baccalauréat* or qualification of equivalent standard, and those who are planning to follow a French language course and are seeking to spend at least a year in a country specializing in French as a foreign language.

Representatives of teachers' and students' unions voted against the proposals at the CNESER meeting in December. They protested that the reform threatened universities' autonomy by removing their prerogative to choose applicants and giving it to the commission. They also feared that the numbers of foreign students would be cut, and that the reform would lead to political and social discrimination.

No imminent change in fees for overseas students is planned, but there is the possibility of a drastic fee increase accompanying the reform.

South Africa

Ban on black students sparks major clash

by Ameen Akkaiwaya

JOHANNESBURG Education is once again set to become a major bone of contention between the National Party and the opposition Progressive Federal Party at the next session of the Transvaal Provincial Council.

The clash is likely to focus on mixed education, and particularly the row over the Transvaal Education Department's refusal to admit blacks to the new Johannesburg College of Education.

The PFP leader in the council, Mr Douglas Gibson, has described the department's decision as "blatant racism". He has challenged the Transvaal's new Administrator, Mr William Cruywagen, to change the education ordinance—which bars blacks from the college—when February's session begins.

Six blacks have applied for the four-year bachelor of primary education course offered jointly by the college and the University of the Witwatersrand. But the Transvaal Director of Education, Professor J. H. Jooste, said their enrolment would contravene the ordinance, and refused to approve their applications.

Last year the Transvaal's education policies led to bitter clashes between the two parties. The row revolved around allegations that English-language schools were becoming Africanized, that indoctrination was rife in country schools and that women teachers were bearing the brunt of salary and job discrimination.

But the PFP held fire on the province's opposition to blacks in white private schools because it believed that Mr Cruywagen, former minister of national education, would take a more liberal line than his predecessor, Mr Sybrand van Niekerk.

Mr Gibson said it was "unbelievable that in this so-called era of enlightenment, the outdated and legalistic approach of the TED can prevent the JCE from accepting whatever qualified students it wishes."

"The six black students who have been admitted by Wits cannot simultaneously attend the JCE as their white colleagues can, for no reason other than they have black skins. It is blatant racism like this which makes our friends overseas despair about South Africa," he said.

Perhaps our greatest national priority is the education and training of all our people. It only by harnessing the potential at our disposal that we will be able to generate the high growth rate without which the provision of sufficient jobs for the unskilled masses is impossible.

"I suggest that blacks could not be admitted to the college because of the ordinance was to blind oneself in the reality that the Nationalists legislate at the drop of a hat."

Australia

Training colleges are 'parking lots' for young unemployed

by Bill Purvis

SYDNEY

Australia will have between 60,000 and 70,000 unemployed teachers by 1985, according to Mr Bill Hyndes, leader of Australia's federal opposition.

The Labour Party leader said hundreds of millions of dollars were being spent to maintain expensive educational institutions to train people for jobs which did not exist. The institutions were being used as "vast parking lots for the unemployed young", and the cost of increasing unemployment among teachers over the next five years would be \$A11m, he estimated.

Yet there was a shortage of teachers in the remedial and migrant areas because of an alleged shortage of funds.

The Prime Minister, Mr Malcolm Fraser, did nothing for teachers' morale with a teachers' week on the education system the day after Mr Hyndes's remarks.

Mr Fraser, who was federal education minister 10 years ago, said that despite massive increases in

expenditure and smaller class sizes many pupils were leaving school unable to read, write or add numbers to an acceptable standard.

Addressing the annual convention of the Young Liberals Movement, Mr Fraser said the Government's financial commitment to education had doubled in the 1970s.

In the 1970-71 financial year the total of federal and state governments' expenditure on schools was \$A840m (£400m), equal to \$A2,121m. By this financial year the total had risen to \$A4,049m.

Pupil-teacher ratios had also significantly reduced during this time but this had not resulted in improved education standards. "If the values transmitted by the education system are inconsistent with those which society expects of young people, then clearly young people are being betrayed by the system itself," he said.

Mr Fraser's remarks come at the end of a year in which there has been a growing volume of complaint, mainly from employers, about incoherence in the education system.

Hilary Wilce at a school for pupils who flee from South Africa

Apartheid freedom college struggles into existence

Black South African school children who flee from apartheid can now attend a college set up especially to meet their needs. The Solomon Mahlangu Freedom College, established in Tanzania last year, has 160 pupils and plans to take between 2,000 and 3,000 by 1985. It was founded by the African National Congress, the main liberation movement of South Africa, on a site formerly used as an ANC transit station for South African students going on to complete their education in other countries.

Thousands of students, some as young as nine, have fled from South Africa since the uprisings of 1976, which were led by schoolchildren. An estimated 2,000 made their way over the border in the first 12 months after the protests, and there are currently several hundred young black South Africans in Lesotho waiting for air transport out over South Africa.

Students who contact the ANC elect to go for military training, or to further their education. Before last year all students who wanted education had to go to schools and colleges in sympathetic countries such as Zambia, Cuba and Nigeria. Now some go to the new college at Mazimbu, north-west of Dar-es-Salaam.

The ANC-designed curriculum mixes academic and vocational training, and includes study of the history of the struggle against apartheid. "We are teaching politics there,"

let one be very frank". Mr M. W. Njobe, Principal of the college said on a recent visit to London. The college's political outlooks are based on the ANC's Freedom Charter, adopted in 1955, he said. This says "The aim of education shall be to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace."

One of the main purposes of the college was to train skilled black manpower for a future Azania—a liberated South Africa, Mr Njobe said.

Land for the college was donated by Tanzania and money has been given by Scandinavian development agencies. Construction work is being undertaken by pupils and staff, who also grow their own food, but the college is short of stationery and teaching equipment.

It also needs sports and recreational equipment. "This might not sound like a priority, but the type of student we get has gone through really traumatic experiences and has a great deal of emotional problems. Sport can offer a kind of cooling down," Mr Njobe said.



Short of resources: the college's only geographical teaching aid

Republic of Ireland

Classics course lures reluctant to learn Latin

by John Walsh

DUBLIN

A new subject called classical studies is to be introduced into Irish schools next September. In an attempt to lure boys' decline in interest in Latin and Greek.

Only 300 pupils are taking Greek in the country's secondary schools, while the number studying Latin has dropped to one in 10. Announcing the move, Education

Minister John Wilson, himself a classical scholar, said that exposure to classical studies motivates many pupils to study the languages for interest and pleasure. The content of the new course will be organized on a thematic basis demanding in-depth study of a number of key topics. It will rely on a study of Greek and Latin literature in translation and on the

study of the art, architecture, social and political history of Greece and Rome. The subject will be introduced into the junior cycle of post-primary school next September, and will be examined for the first time in the intermediate certificate test of 1981. A further two-year programme for the leaving certificate will be provided for the first time in June 1983.

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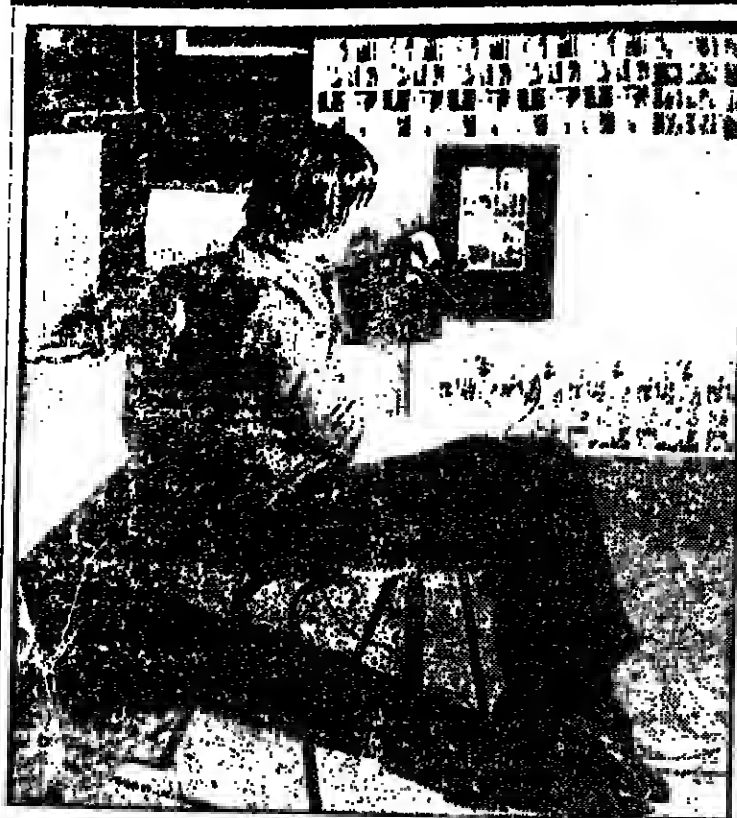
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"A" level influence" continued from page 25

Barry Hines's *Speech Day* with accompanying script.

Ideally, good practical television work can only be done satisfactorily in small, well-trained groups. In this area, which cannot be properly organized into general class time, it is a good idea to set up a television club or more ambitious programmes can be made to a more leisurely atmosphere after school—a venture we have just begun.

It is all very well to be offhand and simplistic about work done in a school at a distance. You may well have been wondering about more down-to-earth considerations such as our equipment and resources, school situation and methodology of the work.

For the course I have access to one Philips VCR machine, two microphones, a tape recorder, one stereo record player, a Sony black and white video camera and one 500-watt photographic lamp. Many schools now have VCR recorders and the only luxury here is the camera which can be bought for less than £400 including a zoom lens and tripod. It is now in continuous use.

Colley School is a mixed 11-18 comprehensive of about 1,100 students in a semi-rural area in Sheffield. The course itself is one of two four-year options offered by the English department, the other being English literature, examinable both at CSE and O level by the AEB. The English language work

is taught on a mixed ability basis throughout the school and leads to the 16 plus continuous assessment course. Unfortunately, or possibly only of CSE status and does not attract enough of the higher ability children to get a balanced range. To solve this it should have 16 plus status which I hope to get for it soon.

The allocated time is two double lessons (70 minutes each) per week and the work is assessed 100 per cent on coursework from which 15 pieces are selected, though an optional 25 per cent exam component could be brought in according to preference.

A large range of activities can be fitted into the five terms because the course is planned on an assignment or work unit basis, cutting out more extended projects or research work which to me can be two of the less desirable aspects of CSE courses. As many of the units are possible or designed as making or copying, while the emphasis is on as much practical work as feasible.

The work units themselves need the minimum of art materials, though it is useful to have a running requisition amount of about £60 through the year for a group of about 25, to purchase magazines and stationary as the need arises. Because of the extreme topicality of the subject it is virtually impossible to order everything for the course a year ahead. As can be seen the course need not be prohibitively expensive but must be based on

practical work rather than theory or analysis.

Most other media-based courses I have come across have either catered more for higher age or ability ranges, such as sixth form communications or O level film studies, or have simply formed a small component of work in the middle school in the shape of making tape-slide packages. Regarding these may be the challenge that interests me most is the potential for improvement of the verbal and written skills and confidence of the less able through audio-visual material.

True, CSE or 16 plus "media studies" may not cut much ice with employers, but if the course is worked well for the students, they will have done some useful practical work on a subject that will be of use to them in the rest of their lives. Already, in the new group that started this year I see a markedly more informed and articulate attitude towards the media developing in informal conversation.

One of the incidental advantages of having a member of staff with expertise in media studies generally, and teaching with television in particular, can be that he or she can offer their services as an adviser to the cause of advancing the use of visual aids in other departments. This is important if the use of such material is to be seen as essential to all areas of the curriculum, rather than, as its most cynical, a "luxury" to give teacher a rest.

The successful audio-visual lesson will have usually taken far more preparation than a verbal or written equivalent, though to the uninitiated the opposite often seems to be true. An informed sympathetic school attitude towards the use of visual stimuli thus invaluable in fostering the success of media studies work could well be the result rather than the inspiration of the course.

It suffices to say that the use of visual communication and criticism generally will, I am sure, become steadily more important in mixed ability teaching in all areas. For these reasons, and using the methodology discussed, I feel media studies can be well justified as a separate and distinct subject on the secondary school timetable.

I hope that my thoughts will be of use to colleagues who are doing similar work, as I often feel I am working in isolation. At the same time may they encourage those who would like to plan such a course. I will be only too happy to send those of you who are interested further details of my syllabus.

I recognize that many of the ideas here are anything but new or wildly original in themselves. That is not the point. Rather it is an attempt to codify a number of approaches which teachers of all subjects, particularly the humanities, may have used in part many times.

PIECES OF ART

Peter Dormer on the Arts Council mobile film library

The Arts Council is not everyone's idea of a bargain basement, but the idea of a mobile film library offers to schools is very good value. The package includes a selection of films about the arts plus a practical and projection equipment, and the fee for a morning or afternoon session is less than the cost of hiring a single 50-minute film through one of the other agencies.

Recognizing a good deal, some schools hire one of the three units for a week and have several schools to make use of the facility. Among the films on offer are *Negus from Nowhere*—William Morris: Artist, Writer and Socialist—Paul Nash: *Landscape of a Dream*; and a widely praised film about the surrealist painter, *Rene Magritte*. But this bargain may not completely fit the potential customer. The mobile film unit service further and higher education as well as schools. Some of the films on offer are too difficult or too long for secondary schools, while others need some detailed back-up work. The problem is that the Arts Council is not geared to producing back-up material.

Snapper teaching kits are not available with the films partly because the Arts Council lacks the staff and money to produce teaching aids but also because the Arts Council's function in funding films on the arts is not primarily on educational use. Rodney Wilson, head of the Arts Council's film department, is anxious to say that the mobile film unit offer is essentially educational tools: they can be used as such by every film that the council subsidizes must stand

"in demand" continued. tary and report form them in the use of film and video as a close circuit means of presenting information. The conclusion that could be drawn from this is that what concerns students who choose such means is that they are being presented with an opportunity for access to such media, however limited.

Their access to the mass media takes the form of representing their own observation of the experience of it. Put another way they are no longer merely the members of a passive mass audience, but active critical participants and apprentices of the methods their critical approach causes them to discover.

Contributory to this process are the demands of the syllabus, for the student is expected to show a more positive approach than the rather glamorous directorial function that superficial association with technological media can encourage.

When a student submits a project choice involving the use of audio-visual equipment, he or she is guaranteed the comprehension of the broad communication problems involved. For example for the production of "A" a television programme or a film comprising 15 minutes of viewing, it will include: (i) a definition of the target audience; (ii) a modified story board, showing key points and sequence with details of any music and sound effects; (iii) photographs of visual material (captions, slides, film sequences prepared according to a standard format); (iv) script, giving full instructions for production crew without the need for any additional instructions.

Such an approach indicates to the student through his or her own practical experience the superstructure of the mass media presentations and the work of the A level is designed so that any discoveries about the communication process that are intellectual or theoretical can be consolidated in the academic aspects of the syllabus. These come under the headings of mass communication, means of communication, theories of communication and the development of communication.

It may be a little early to say, but what could be happening in terms of the use students are making of technological media both in and out of the A level is the start of a revolution in expression. Perhaps it is similar to that revolution in expression that access to literacy has brought about in the last hundred years.

The mode of operation is of course different: the first revolution involved picking up a pen and opening a book while the second involves

NOTES AND ARTICLES

By Hilary Thompson

In 1977 the British Film Institute production department published for the first time a catalogue containing all the films that the BFI had fully or partly financed in its 25-year history of film production—from the experimental film fund to the production board in 1976.

It contained ones in all the films and articles about the fund and the board and about the British film industry during that time. There were also articles on aesthetic groupings, narrative feature films, and documentaries, which sought to provide a further context for the work produced in the last decade.

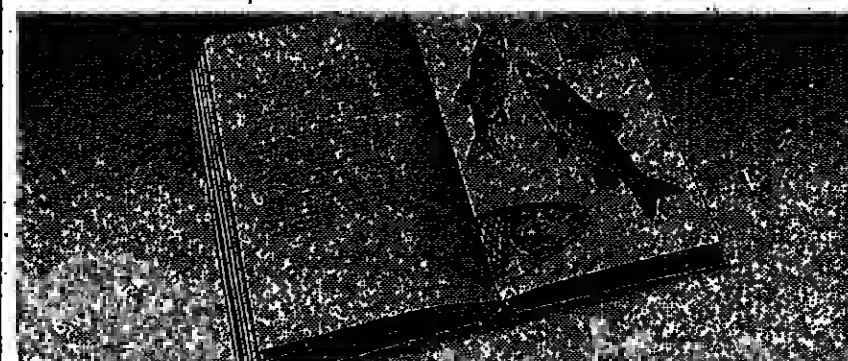
A new catalogue of production British film culture struggling to survive and develop in remarkably adverse economic conditions. This is a time when the independent film industry awaits the outcome of

the Government's examination of film production and distribution. The catalogue thus represents a range of concerns from production to distribution policy through to specialist semiotic examinations of particular films and attempts to make a contribution to a variety of contemporary debates about film and the cinema.

The catalogue is available from BFI Publications, 81, Piccadilly, London, W1 4AT 4355 and costs £1.50. It is 96 pages long and contains a full distribution guide to all BFI productions. It contains articles by Peter Saulsbury, Hilary Thompson, Keith Griffiths, Elizabeth Cowie, Pam Cook, Anne Cartwright, Phillip Drummond, Marnie Alvarado and notes, articles and information on the following films: *Before Sunrise*, *Barthes of the Sphinx*, *Abuse on the Earth*, *Down the Corner*, *Home*, *On a Posing Stone*, *Mountain*, *Mirror Phase*, *Animation for Live Action*, *Rimollet Let Down Your Hair*, *In the Forest*, *The Life Story of Beal*, *My Way Home*, *Walk Through It*, 36 to 77, *Silver Partner* and video pieces by Peter Donahue.



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Students viewing their film through a scanner and looking quite satisfied with the result

popular. Increasingly the operation of a mixed choice is becoming evident.

The aim of the project is to discover how communication works, for solving particular communication problems. The film and video are used to indicate the scale of resources existing in schools and colleges, and also the effect that modern media have on communication values and the influence they have in the experience of students. Choices of titles and areas of consideration point more in the direction of the mass media discourse.

continued on opposite page



Craig Reid one of a group of children from Pilton, in Scottish Bush.

CHILDREN SPEAK OUT

David Halliday on an Edinburgh environmental project by the Film Workshop Trust which is making city planners more aware of the real needs of children

The city environment is not designed for the child—it is designed for industry, for transport, for high-density housing. One of the most important things in the child's life is the child from the city is to help him realize that the local concrete environment is not the only one.

By exhibiting natural environments outside the city, two things can result. First, the negative impact of the home area is reduced. Secondly, the child can acquire standards with which to compare his own area. He can learn to recognize and appreciate pockets of nature that do exist in the city, and waste ground even within the city.

A new, slide-up, production, *Children Speak Out*, is the result of a project in which children from Pilton and West Granton in Edinburgh used, in a series of interviews, sound recordings to explore and compare the limited city environment with the natural environments available within an hour's drive of their homes. Learning to develop and put their own photographs was an integral part of the project.

At the same time, four project workers from Film Workshop worked alongside the children recording the various environments from a documentary perspective. These different elements were then assembled into a slide-up presentation which is now being used to help make planners, conservationists and others more aware of the real needs of children.

Watching it, one is afforded insight into the flexibility of slide-up as a cheap medium of communication in the community. Background statements clarifying the conditions in housing schemes like Pilton were prepared in collaboration with local residents.

Betty McVay, chairman of the Pilton Central Association Youth Committee, pointed out that, even in the newer housing schemes built during the 1960s, planning had been carried out with virtually no consideration or understanding of children's needs.

"Planners who award for schemes like this. If I was giving awards I'd give them an award for the way they've done it by listening to them from one another, by building concrete jungles. Children all play games in housing schemes like this. It's surrounded by dog-shit, beer-cans, mattresses, and broken bottles lying about. It's often derelict houses. It is hard to imagine how children can even survive in an area like this, let alone play. There is nothing of nature left in this type of environment: everything has been planned—no fresh air, no trees, only concrete and tarmac. If I had my time over again, I would not be bringing my children on in this slum because this is what these housing schemes are."

Of the three designated play areas in Pilton, two are large, unsupervised areas of open grass. The third, Pilton adventure playground, offers potential for adventure play, but has at present been the name of a doghouse. One of the children described the playground's present condition.

"There's only big dunes and there's only a few sort of dunes that's off falling to bits. And the big dunes are supposed to be good—it's all big puddles and dunes and overgrown grass and bricks, and all that sort of thing. It's just a dump."

Another thing, we want our hot extended because we get loads of children and there's no room to do anything; like just now, there's no room for the children to play. It's just a dump."

Over the next six months, the playground is to be redeveloped by the Scottish Development Agency. The plans include the felling of an area close to the hot to provide space for adventure play structures which will be constructed at a later date, while the rest of the site is landscaped. Tree-planting and the laying of pathways will improve the amenity of the large surrounding area.

Among others we asked Mike, John and Jilly about their views on the basis of the present development.

On the nature trail at Dalkeith Country Park project workers David

"I don't think Murphy show you the plans that he drew up for the playground?"

"Aye, I can remember what they were like."

"There was a football pitch." "Do you think the playground will be used by a lot of people?" "Aye, they're going to put up a big fence. When you want into it you'll have to go to the man in charge because he'll have the big key for it. They're going to have a big fence round the football pitch. If they're wanting in it they'll probably get through because they'll probably make a hole in it like everybody else does."

"Are some of our ideas in the plan?" "Aye, a load of them. Most of them were our ideas. They aren't going to put anything on the railway line. They didn't touch the railway."

"You wanted the railway line left as it was?"

"Aye, it's better." "A disused section of railway line, Granton Spur runs along the East-Granton edge of the adventure playground. The tracks have long been removed, but the line forms a natural pathway from Pilton to the town of Granton. It is a very important link, not far from the city centre. A long period of planning delays has allowed natural colonization, and the railway line now supports a wide variety of plant and animal species."

In the course of this project it also emerged that these natural features, especially the trees and undergrowth, make it the area in which children are most likely to play. Stephen Alaridge explained how they use it.

"We sit in a wee sort of meeting hut, in see what to do. You will probably just sit in there. We'll sit round and we'll have a comment on where we'll go on what we'll do. Probably odd-up fighting or something."

"It's a good place for that to be anyway. If it wasn't there we'd all be looting round the streets. Wild strawberries, grow over there, and raspberries, and you pick them and make a pie out of them."

"We wouldn't like it because we wouldn't have anywhere to play."

"It's got a lot of trees on it, and the adventure playground has only a few trees. It's got a lot of trees on it, and the railway line's full of trees on each side. It's brilliant."

However this use of the railway line in Pilton is no planning recognition. Its importance for children in the area is a strong argument for its official adoption as an urban greenway. Viewed as a fortunate accidental development, such a situation would in this case cost nothing to create and little to maintain.

For children from Pilton, or any similar city area who have had to learn to filter out the noise of the urban world, or whose attention has been conditioned to receive instead, spectacular reward, it is not easy to appreciate the countryside, which tends only to reward persistence and patient and focused attention.

On the nature trail at Dalkeith Country Park project workers David

and Peter from the volunteers' environment resource centre helped children understand what they were seeing, as they explored the forest.

"Inside this tree there's a little insect. There's a little insect crawling up my finger."

"What is it? It makes all this spit kind of stuff to lay its eggs in, and if you look around, every single bit of spit like this you see on the plants will have a little insect inside. Touch it."

On a similar visit to Seacloffe beach a group of children from Pilton adventure playground interviewed each other during the course of the afternoon.

"I have been taking pictures, and he took some of me on a black ground like that, all covered with rocks and everything. There's a nice one standing with a crab."

"What did you do on the scavenger hunt?"

"Well we were collecting things like we had to collect 11 things."

"What were the eleven?"

"Well, five different types of shell, a feather, a crab shell, a piece of seaweed, driftwood, something which shouldn't be there, the bone of an animal, a sycamore leaf, a sun buckhorn leaf, a brown flower and something not on the list."

"Did you get everything?"

"I got nearly everything. These are the ones I didn't get. The bone of an animal, there were bones of a sycamore leaf but they were too small, and I didn't get a sycamore leaf because there are

no sycamore trees, and a brown flower, that's all."

"Could you explain to me one of the things you did get?"

"For the sycamore leaf, I got one on the list. I got a sycamore leaf, plastic which doesn't belong down, decompose. It'll stay there forever if somebody doesn't pick it up. Then, I just got a sycamore leaf on it, like it's dead, like it's lying on it, so it's not on the list. It's dead into these spots."

The show ends in an abrupt transition from colour to monochrome images of the natural environment. The children are shown in a series of photographs, some of which are taken by the children themselves. The images are arranged in a grid, with the children's names written next to them. The images show the children in various settings, some of which are taken by the children themselves. The images are arranged in a grid, with the children's names written next to them.

Children Speak Out was first shown at the Scottish Conference on the Coordination of Play Resources, held in Motherwell last August. Since then it has been shown in a number of other venues, including the Scottish Playhouse, the Scottish Theatre, and the Scottish Opera. It has been shown in a number of other venues, including the Scottish Playhouse, the Scottish Theatre, and the Scottish Opera.

Film Workshop Trust is an educational media resource based in Lathian Region. Further information is available from Film Workshop Trust, 34 Lathian Place, Edinburgh.

CELEBRATING THE CREATION

Victoria Neumark reviews the new Arts Council film on Stanley Spencer

Stanley Spencer 16mm, colour sound, 34 mins.

Produced by the Arts Council, available for hire from Concord Films, 201 Tottenham Court Road, London W1P 0LP. For sale from Arts Council Film Sales, Regent, 9 Long Acre, London WC2 9LL. Telephone 01-379 7113.

I must make the best of things. They're all redeemable, and I paint them all in a redeemable state. Stanley Spencer's creation of "the landscape of human emotion" which he created by marrying the portrait of Christ and the peace of the Thomas Gainsborough, receives a sensitive re-creation in this new Arts Council film. The production team that made the much-praised film on Philip Phillips recently has transferred Spencer's crowded canvases with his own hand, and the result is a film that is as much a work of art as the paintings themselves.

Spencer was a poet with words as well as a painter of a visual world. His childhood was filled with music and the Bible. Biblical cadences pervaded his words just as biblical scenes inspire his paintings. His quirky, croaky way of speaking matches so perfectly his appearance in the old film footage of him sitting off to paint on a misty morning, cluttered little room, that it is a pity that could not have been a reality. It is a pity that could not have been a reality. It is a pity that could not have been a reality.

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Roots of the family tree

VICTORIA NEUMARK examines the research potential of the Public Record Office

The Public Record Office is housed in two great repositories. The older of these, in Chancery Lane, resembles nothing so much as the original Circumlocution Office, with its miles upon miles of documents from the time of the Norman Conquest squirreled away in a huge neo-Gothic pile. Here are kept all the census returns since 1841; records of law courts before the Star Chamber; charter papers covering property rights and franchise grants; and taxation returns from times when the tax system was even more confusing than VAT.

Although all of the documents in the Public Record Office are catalogued in a class-number system, finding out exactly which tax court in the fifteenth century assessed your ancestor for window tax might take some diligent ferreting around. In order to get the most out of the PRO it is useful to have first narrowed down the area of inquiry from some secondary book, such as a parish history, a compilation of letters or a historical society's staff are practised in helping readers, but cannot spare the time to follow up every query themselves. For this reason schoolchildren under 16 are not normally admitted without a letter of recommendation from their schoolmaster, or a letter from the PRO itself. The PRO is a place where you can find out a great deal about your ancestors, but it is not a place where you can find out a great deal about your ancestors.

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30 Resources

How to manage the business of simulation

DAVID WHITEHEAD reviews games originally designed to develop management skills, and explains how to play them

Business studies games are usually through, and always, competitive, with one student team or even school, simulating by achieving maximum consumption, profit or wages. Simulations involve participation in a simplified, though still realistic, situation. Some role-playing is usually required.

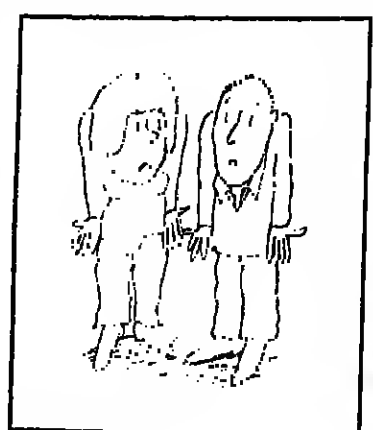
Educational games and simulations originated in the development of management games which were constructed to encourage the use of skills associated with industry, such as decision-making and leadership. Some have been taken over as very useful by economics and business studies departments in schools.

Games attempt to stimulate interest by making issues in situations personal. They may motivate under-achieving students and they may help to develop knowledge and skills, but it is important that participants should not mistake the game for reality.

Perhaps the most common criticism of games is that they are often time-consuming, expensive, difficult to organize, and that they tend to be very specialized. Some teachers are sceptical about how much is learnt in the game. The emphasis may be on winning rather than analysing. Some games are



Important briefing session.



No significant differences.

For the actual game, the arrangement of the class is important. You may want four or five rows of operation for different sectors of the game and it may be important to appoint key students to assist in running it. The teacher often acts as a source of advice and as controller although it is sometimes possible to fall into the background and let the class get on with it. Games involving market trading are likely to be especially noisy and need to be played in a soundproof room or at a time when other classes will not be disturbed.

The briefing session is most important. Some evaluation can be made of what has been learnt and how applicable it is to reality. The teacher usually finds that by the time he has played the game three or four times, he can manipulate the variables to provide the results he wants.

Research on simulations and games has found that using them generally results in greater student involvement, motivation and interest than in other learning activities. Generally, however, no significant differences have been found between the amount of cognitive learning achieved by students taught with simulation games and students taught by more conventional techniques.

Males usually win more often than females but females learn as much. Brighter students learn more as tested on final tests and they are better able to explain why they win.

The following games represent a small selection from the many available games and simulations. Survival, like many simulations, can be used with various age groups and class sizes. It operates over three normal periods, and the materials required are cheap and easily obtainable. The class is shipwrecked on an Arctic island, and is required to manufacture clothing, food, and shelter, using coloured paper and simple implements. Tools are in short supply, and benches soon develop to the production process. Usually the simulation develops with the tasks being divided among the group, and output normally increases as a result of this specialization.

The feedback session can focus on how the production process was managed, and who emerged as the organizer. By the last round of the exercise, the class will be producing more of these goods than they need for survival. How is the surplus to be distributed? Dependence on the sophistication of the class, arguments can be developed about principles of income distribution.

Another simulation which involves consideration of trading is *Spring Green Motorway*. This concerns the village of Spring Green and a proposed motorway which would bypass it. Role cards are distributed to the class and a public meeting is held. Mr Skimp, the road builder, is obviously interested in his contract while the vicar is concerned about the vibrations caused by traffic moving past his church steeple. The exercise provides scope for discussion of cost-benefit analysis, decision making, and the function of interest groups.

The *Oligopoly Game* requires the

class to be divided into groups of three, with each person in each group representing one firm in an industry comprising three firms. Each has to set the price of its product without knowledge of what the other firms will charge. After each round, prices are declared, and the profit depends on whether a firm has charged a higher or lower price in relation to its competitors. Elementary games theory may be introduced in the feedback session. A second phase of the game allows the firms to collude before price-fixing, and the usually results in temporarily higher profits all round. However, soon enough one firm realizes that it will make even more profits if it says one thing and does another, and some budding capitalist can be expected to rat on his promises. The instability of restrictive agreements of the cartel type becomes very apparent.

An *Income Distribution Simulation* appears in the *Handbook for Economics Teachers*. Here the teacher starts by giving the class a 10 question test. The topics covered are not really matter since the important thing is to end up with a rank order of marks. If someone comes in late and misses the test, he gets caught. The marks are put on the board, and added up. The teacher then announces that the total represents the class income, in £s, earned by the group from its work (the test). Their task is to divide this total income. Depending on the nature of the group, the teacher may suggest alternatives such as equal shares, payment by results, or a guaranteed minimum plus some productivity bonus. The last option is the one most favoured, though it has been known for a group of students to demand all the income for themselves, to redress earlier discrimination.

A number of published exercises simulate industrial bargaining. *Collective Bargaining*, from Management Games Ltd, simulates the might prevail during the negotiation of a new agreement on wages and conditions. It emphasizes that each side has its own view of the bargaining table and its own values to the deliberations. The package consists of two parts: a typical labour problem (from a management viewpoint) and a role-playing simulation in which half

the participants act as management and the rest as trade union representatives, negotiating overtime, subcontracting, wages, holidays, bonus and sick pay schemes.

It is often instructive to ask all those in the class who would like to act the part of management to put up their hands, and then appoint them shop stewards, and vice versa. The *Trade Game* shows how countries may achieve economic growth and how the rate of economic development may be increased through trade. As countries become more advanced the complexity of trading increases and relationships between trading partners become more involved. The game is the first in a series of 10 produced for Longman Resources, Unit, and a reference set costs £7.75, which seems very good value.

Not to be confused with the above is *The Trade Game* produced by Oxfam. This simple exercise involves the class as consumers, traders and retailers of commodities such as bananas, sugar or coffee.

For those whose appetite has been whetted, information about further games and distributors is appended.



Feminists redress discrimination



Some budding capitalist can be expected to rat on his promises.

C. T. Sandford and M. S. Bradbury, *Projects and Role playing in Teaching Economics*, Macmillan, £3.95. D. J. Whitehead (Editor) *Handbook for Economics Teachers* Heinemann £1.50. Contains 17 games and simulations. £7.50. Management Games Ltd, 11 Woburn Street, Amplehill, Bedford MK45 2HP. More than 400 business games. *The Production Programme*, £11.50. *The Metal Box Business Game*, £18.40. *Five Simple Business Games*, (book £15.00, 75.00). *The Eco Service Station Game*, £17.25. Hobsons Press, 47-49, Tottenham Court Road, London W1P 0LP. *The Trade Game*, The Aid Committee, free from Oxfam Education Department, Oxfam House, 274, Babcohy Road, Oxford OX2 7DZ. *Bank Loan Simulation* (Burt and M. G. Games, £10.00). *Economic Games* (Barnett and Johnson), £10.00. Longman Group Resources, Unit, 33-35 Tanner Row, York. *Computers in the Economics Curriculum*, £14. Edward Arnold for Spring Green Motorway, 40p + p&p from Community Service Publications, 237 Pentonville Road, London N1 5N.



The vicar, concerned about vibrations.

Star treks for amateurs

FRANK ANSTIS reviews astrological annual

Stars and Space 80. Edited by Ian Ridpath. Published by The Armagh Planetarium, N. Ireland. £1.

First sighted and admired in 1979, *Stars and Space* now respects its reputation as a first-class annual. The magazine contains three full pages of material. First there are monthly star charts with notes for observation, usefully directing their attention to about planets favourably placed for viewing. These notes make good reference to objects suitable for observation with low-power telescopes, and also give brief summaries of information concerning the most important and interesting objects which may be seen in the night sky. Second there is a series of articles of popular interest and finally a selection of news items which will be of some value to a wide range of amateur astronomers. Among the articles for 1980 special attention will be directed to the colour reproductions of the remarkable pictures taken by Voyager 1 during exploration of Jupiter. Professor Anthony Hewish's account of the puzzling nature of the pulsars is another example of the magazine's up-to-date and authoritative approach. Both Professor Hewish's article and an editorial note item emphasize the importance of the PSR 1511-35 pulsar, providing evidence for the existence of gravitational waves predicted from Einstein's Theory and subsequently sought after by the scientific community.

Then results are being produced at the pace considered for the fields of astronomy research. It is particularly useful to have publications of this calibre to bridge the unbridgeable time gap between what is in the mind of the research worker and what is available to the amateur.

The magazine is also concerned with developments in the production of spacecraft and satellites. One article describes the determined effort of Russia to dominate the race in establishing permanent manned space stations with interchangeable crews. The scale of this activity is highlighted by a detailed Spacecraft Storecard recording all launches during a 12-month period.

The magazine gives ample scope to keep the inexperienced observer well occupied for a whole year, and is a welcome supplement to the glossy books.

Cereal compositions

The annual National Exhibition of Children's Art, sponsored by Xerox, opens in January at the Birmingham Museum and Art Gallery.

More than 500 winners from a total of 37,000 entries will be on show from January 19 to February 19.

The museum is also running a series of exhibitions, lectures and concerts over the same period.

Further information from The Publicity Officer, The City Museum and Art Gallery, Chamberlain Square, Birmingham.

Vehicles for art

The National Motor Museum, Banbury, is organizing a competition for children between the ages of eight and 13 to design a car of the future. The first prize in each of two age groupings (eight-10, 10-13) will include a day out at Banbury, a VIP treatment, plus £10 in gift vouchers and £25 for the winner's school library.

Entries, which can be drawings, paintings or models of any size, accompanied if possible by a page of written explanation, must be in by January 14, 1980. Further information from The Education Department (Competition), National Motor Museum, Banbury, Northampton SO4 7ZN.

BBC

The justice of it pleases

ROY BLATCHFORD reviews "Shakespeare in Perspective"

Producer Cedric Messina has mapped out six years of the Bard on Sunday, and very forthrightly, sometimes lockstep, shall screen Shakespeare the nine transmutational productions have proved to be. All part of the industry is a Shakespeare in Perspective series, particular viewpoints presented by a variety of critics, journalists, actors and politicians and with introductions by the series' presenter, Cedric Messina, which serve to remind us that the Elizabethan stage was peopled with kings, embezzled knights and harlequins.

In *Henry IV, Parts I and II* and *Henry V*, Shakespeare created a tragicomic, historical epic, mingling high politics and romantic legend to explore the nature of heroism, honour, justice and good rule. The plays' most medieval sweep comes from the political revolutionaries, the rebellious Prince Hal, the hot-headed Hotspur, the irrepressible Falstaff, the usurper King Henry. The range of ideas, themes and polemic to be uncovered under the anecdotal and the chronicles offers a bewildering historical perspective to any audience and critic.

For their Perspectives the BBC has character-cast presenters and allowed personalities to determine content. Thus George Melly, exuding bonhomie, "sock" clasp fight, puffing exuberantly on location at a variety of inns and in *Henry IV, Part I*, explored his Elizabethan counterpart in the role of Falstaff. The general of Shakespeare's fat knight lies the theatrical traditions of the Vice of the morality plays, the brogart soldier and the comic buffoon. Melly observes that while the rascally Hotspur and the Welsh Falstaff belong to Holshed, Falstaff, as lecherous as he is lusty, is Shakespeare's own creation.

The Jocular Perspective opened at a modern-day Elizabethan Ban-

quet, with Melly happily drawing connections between the nouveau riches of the sixteenth and twentieth centuries indulging their lack of inhibitions. But he further identified *Henry IV, Part I* as a play of mirrors, point and counter-point, in which its author used history to prap up the contemporary status quo. Falstaff, that embodiment of the rita of the senses, meanwhile casts an eccentric glow on all around him. Melly on Falstaff was so illuminating as he was witty and diverting—a memorable critical portrait.

Political commentator Fred Emery opened his *Perspective on Henry IV, Part II* walking the corridors of the Commons with David Steel, an elaborate yet appropriate way of suggesting that this play highlights the eternal preoccupation with success in power politics and the public and private pressures of life at the top. "Unsuspecting the head that wears the crown" subsequently reminded Emery of a relevant parallel between Henry's sleeping hours, tortured by remorse and anxiety about the future of the state, and those of Nixon and Johnson haunted by Vietnam.

From the parliamentary press room and Westminster Abbey, Emery moved to the rural quiet of Chipping Camden in order to discuss the real hero of the play as he views it: the taverns and cottages of Gloucestershire which offer a glimpse into a rotting and rotten England where Prince Hal passes his riotous youth and receives the greatest form of political education. The finale is the full out of power—"I know thee not, old man".

Emery's analysis of the education which Prince Hal receives, his discussion of Shakespeare's preoccupation in the play with ageing and nostalgia for the passing of a Golden Age, and his attempt to place the events of Henry's reign in a twentieth-century context, were the informed interpretation of a seasoned journalist.

Briefings

CE, OU and general interest

Home Sweet Home (Saturday, 11.15, BBC2; Thursday, 16.40, BBC2).

The technology foundation course continues with a two-part programme featuring energy-saving house in New Mexico.

The Handicapped Family (Sunday, 10.30, BBC1).

How can the families of the handicapped make the most of the services available? This series aims to break down the feeling of isolation through discussion of general problems, and suggestions for self-help.

Arventura (Sunday, 10.30, BBC1).

This beginner's course in colloquial Italian enters its second term with cartoons and comprehension passages.

Working With Young People (Monday, 10.30, BBC2).

Examines the attitudes of employers, workers and young people towards each other, and pinpoints the skills necessary for supervisors and instructors.

Roads to Conflict (Monday, 14.30, BBC2).

A study of the historical background to the Middle East situation aims to increase understanding of contemporary problems. The early programmes describe the history of the territory which is now Israel.

That's the Way the Money Goes (Monday, 15.00, BBC2).

A series designed to inform people of their rights and responsibilities as consumers of goods and services.

For Careers Teachers (Monday, 16.00, BBC2).

Cosmo studies for careers and

guidance counsellors in schools and colleges of further education.

Democracy at Work (Tuesday, 10.05, BBC2).

Trade unionists are helped to develop their own ideas on issues of industrial democracy.

Dilemmas (Tuesday, 14.30, BBC2).

How important are moral values? Should people have definite views on loyalty, euthanasia, discrimination and courage? Professor Bernard Williams sparks off a debate.

Illusions of Reality (Tuesday, 15.00, BBC2).

An examination of the newsworld treatment of major issues of the 1930s, such as the rise of Nazi Germany, rearmament and appeasement.

The Living City (Tuesday, 15.30, BBC2).

This series, illustrating the fundamental concepts of sociology, continues with a look at the effect of the media on the people of Leicester.

Japan (Tuesday, late night, BBC1).

Fifteen films examining Japanese society. Explains how a country which was isolated and economically backward 100 years ago has become a major industrial power.

Red Letter Puzzle (Wednesday, 19.35, BBC2).

Harold Wilson and Magnus Mogensen launch a new series to teach the Russian language.

Film

Values of two life styles

by Victoria Neumark

Fiji: Village Development. 15mm, colour, sound, 22 mins. Educational Media: Australia, 25 Botolph Road, Flat 1, London, W5.

The lush water-filled jungles of Fiji are dotted with settlements connected only by slippery pole bridges, yet each village has its own school, a church, a health centre, a library, a cinema, a sports ground, a swimming pool, a communal bathing, the quick-growing fields of taro and cassava, and the flat-filled sea.

For two hundred years Fiji has been exposed to Western influence, but the most powerful purveyors of that influence have been the missionaries who, just as in Hawaii, put the stately, broad-faced Fijians into the "decency" of Western dress and taught them the Lord's tunes while the thrumming of hollow wooden sticks.

This marriage of Western ethics and natural bounty has been interestingly illustrated by the second of the two films from Educational Media International. Using all the more interesting footage from an earlier film, *Fiji: Village Life*, *Fiji: Village Development* will be a useful addition to the teaching of development education in middle and top tier schools. Where the first film falls down on its promise to illustrate the life of the Fijian, a typical villager, the second has a more satisfying structure.

In *Village Development*, the council of Nautama decides to hold a festival to raise money for the completion of the village school. This provides a framework for the film to show every facet of village life, from the jetting to the council meeting itself. Some of the most telling shots are those not overtly commented on: the laughing couple, the women doing the washing, the small boy who beats down and gently smacks a spotted pig—a ceremonial gift on its skinny rump.

A real feeling of the bustle and closeness of a small community is

built up with shots of the garden, market, craft-making, particularly a scene contrasting scenes from the life of the town are included. Viewers can make their own conclusions on the values of the two life styles, one punctuated by the charished radio, one obedient to the ancient summons of the conch.

Perhaps of particular interest to both teachers and pupils will be the scene inside a school. Despite having their mother tongue taught to them, first most of the school children of Fiji still learn the Anglicised curriculum of Australian schools a decade ago, painstakingly copying down the dates of the Spanish Armada, and the Civil War. Yet the children's eagerness to learn is not diminished by the irrelevance of their lessons; as to many poor people, education is seen as an absolute good. Education, after all, means an end to the alphanoid fever which once ravaged the islands, and if it also has meant the end of the unbridled laziness of a tropical paradise, the Fijians, stout cloth singers all, find no fault in that.

Though the excessively Christian tone of the accompanying teachers' leaflet is patronising to the native culture of the Fijians, describing it only as a "Neolithic" set of rituals, the evidence of the film itself has all of the openness and spirit of the islanders. The film closes with the celebration of the festival itself, preceded by the giving of ceremonial gifts and lubricated by kava, the local alcohol.

Not only do the Fijians delight in the traditional ceremonial dances and their colouring, but they also giggle at proudest of the famous Fiji police band and the men's apen dance. How the women smile as they mock male valour in their grass skirts. How much more, we can imagine, they will smile and surge as they raised enough money to finish the school, build proper bridges and start on a sewerage system. With so many teaching materials stressing the poverty and helplessness of the developing countries, *Fiji: Village Development* is a welcome illustration of resourcefulness.

New departures to discover Africa

NICK THOMAS looks at five documentaries produced for "John Craven's Newsround"

Faces of Africa, a series of five half-hour programmes to be broadcast at 6 pm every night between January 7 and 11, represents a new departure for the John Craven's Newsround team—itsself already a radical innovation in television. It extends that series' concept of affairs coloured for older children, and slotted into the regular schedule, into the field of documentary: the context of information within which current affairs has to be seen.

Faces of Africa is nothing if not ambitious. It tries to scan a continent which it points out, comprises a quarter of the world's land and a tenth of its population; into which the United States and China could both fit (which they cannot, as the fastest growing population in the world—so that almost half the population is under 15). Those programmes also give a useful background for current affairs to Zimbabwe and Southern Africa in general.

The first programme, "Life in Africa", focuses initially on a child in a little Sierra Leone village of subsistence farmers. It looks at daily life, at the limited schooling available, at Moslem religious practices. In contrast, we shift across the continent to a Nairobi "parking boy"—something between a child beggar and a protection racketeer: pay up or your car gets wrecked.

One of these boys, who typically drifted into the city from a farming village, is shown being contacted by a priest-run charity which will

feed and house him and teach him a trade. He does not much want to be a self-employed carpenter; he wants to be an office worker, and get into the Western consumer economy. But what if the security of office is offered; is it better than being a parking boy?

The strength of the series—its vivid concreteness—is already apparent in this first programme. But so are some of its limitations. It is really so obvious that the Sierra Leone farmers will gain by changing over to exportable cash crops, selling to the rich nations (us) and getting consumer goods in return? Equally, isn't there something fundamentally wrong with the kind of urbanization which is happening in East Africa—something which cannot be repaired by well-meaning priests? The issues are complex, and perhaps beyond any possible scope of the series; but *Faces of Africa* does put itself over as more than a travelogue.

Local people had long called these falls "The Smoke Thunders". But linguists changed them and named them after his Queen... The second programme, "The Story of Africa", makes a nod in the direction of black history and concentrates on the whites and the slaves, the slave trade, the missionaries and finally the massive colonization of the last century. The suffering, dislocation and oppression of this process are not underplayed. But the impression of the first programme is continued—this series suffers from the ache of the picturesqueness and

The most effective sequence is a

montage showing the bizarre and ubiquitous influence of European culture—the costumed black judges and cricketers, the bistros and pubs. The impact is visual and charming; but what about the seriously destructive effect of a thin pseudo-European "skin" holding economic and political hegemony over an African "body"? What about the argument that the imported British parliamentary system has proved disastrously inappropriate in Africa?

One aspect of this conflict: tribalism, and its interaction with the growing urban economy and national identity. The fourth programme looks at the impact on the African environment of this urban economy, with its demand for food—and of the West's demand for minerals. And the last programme tries to show the effects of crisis and war on the daily life of African children in Zimbabwe and Uganda.

Overall, *Faces of Africa* is to be welcomed. The visual impact is evocative, creating a really strong impression of a different place. The main problem is the extent to which the series—no doubt unconsciously, but just as taking the easier path—conveys the idea that Africa's best and most valuable future lies in becoming a replica of the West in an exotic setting. The alternative aratany represented by countries like Tanzania and Mozambique is not adequately dealt with. Teachers could contribute greatly to the educational value of the series by initiating discussions around it which are less heavily whitewashed.

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Innovatory link

Bob Moon

In 1971 a group of American academics and administrators presented a series of papers at the annual conference of the American Educational Research Association. Their concern was with the problem of educating adolescent pupils in the schools of industrialized countries.

They proposed to link innovatory schools from different countries, to promote an exchange of ideas and information, and thereby to reach some synthesis of the problems which had so captured the headlines in the preceding decade.

A few months later, at a seminar in Oslo, the project gained substance when representatives from schools in Europe joined in setting up an organization with the rather grandiose (but appropriate in multi-national terminology) title, The International Association for the Development of Adolescent Schooling (IADAS).

The growth of this organization, indeed its survival in a period of economic recession, is of interest for two reasons. First, is a strategy for transmitting knowledge about innovatory practice both within and between educational systems; second, far crucial insights into improving urban schooling.

This year the fifth annual conference of the association was held at the Wilhelm Louschner School, one of the few pioneering and progressive West German comprehensive schools, in Hesse.

Previous meetings have been held in Copenhagen, 1975, Topolá, a new suburban development outside Helsinki, 1976, Stantonbury Campus, Milton Keynes, 1977, and Utrecht in the Netherlands, 1978. The 1980 conference will be for the second time, in Copenhagen. Between conferences there have been a great many teacher and pupil exchange visits.

Fundamental to establishing the organization was the need to examine what was possible within existing systems. This seemed important if discussions were to be of direct relevance to ordinary schools and change. Schools contemplating change, where a critical stance was being adopted on curriculum reform, pupil participation and community schooling.

The European group now represents Britain, Denmark, Finland, Germany and the Netherlands. Next year the organization, having established a firm working foundation, will be taking in schools from Sweden and Norway. A number of the schools involved are already known through OECD and other publications.

Stantonbury Campus, invited to participate in IADAS by the DES, is the first of the community comprehensive schools in area Milton Keynes. Opened in 1974, it has introduced a number of significant curriculum changes. One feature is the emphasis on creating a more friendly and informal style of pupil-teacher relationship.

The Innovative Centre, in Redwode just outside Copenhagen, is a government-funded experimental school. Materials and ideas developed at the school are published and distributed throughout Denmark.

The school has helped to prepare for the new Folkekollekt Act, which carried through a number of reforms at secondary school level. New techniques for evaluation and assessment, and the development of a methodology for mixed ability group working, are of particular interest.

The Wilhelm Louschner Schule is one of a group of controversial comprehensive schools in West Germany. The problems of organizing such schools are beyond the scope of this article, but the political and social implications of such schools would make familiar reading in Britain.

Some ambitious projects in creative curriculum development between school and community were reported at this year's conference. The work of a television team made up of teachers, students, local

community and parents was especially impressive. Topolá School, set amid the forest, and lakes of the Finnish landscape, could justly claim to be the most attractive site of any of the schools. Famous for its choir, but also for a more relaxed approach in what has been a rather rigid national system, it has recently been incorporated into the new government programme of comprehensive education.

The Workshop, where last year's conference took place, was founded by the educational pioneer Kees Boeke. The influence on Boeke of A. S. Neill and others is clear. Today the picture has changed.

The insistent demands of the examination system seem to have created a much more rigid, conservative curriculum than Boeke would ever have envisaged. One area of innovation still persists. The involvement of pupils, teachers and parents is assured through a complex framework of participatory groups.

A familiarity of experience has been the recurrent theme of the conferences. In Britain two years ago, a group of 40 teachers, varying from probationers to head, spent an afternoon on a simulated curriculum planning exercise. Notationality made little or no difference. All would have welcomed the opportunity to work in a school together.

Each conference has explored one or two themes in some depth: pupil participation in Topolá, mixed ability grouping in Britain, what is possible within an apparently restrictive examination syllabus in Copenhagen.

Last year in Utrecht the relationship between the needs of industry and the curriculum was set against the role of the creative and expressive arts in a core curriculum. This year in West Germany the notion of "community schooling" and the implications this has for developing more purposeful and more useful schooling, was hotly debated.

Each conference is documented in reports which are available from participating schools. The association has established a resource bank at the University of Utrecht directed by Dr Steven de Brinks, who is acting as European coordinator for IADAS. Items can be borrowed from this resource bank and a resolute is available.

In discussing common problems, and finding a common language to do this, it would be wrong to pretend that national differences are not significant. The inflexible contractual obligations of teachers are a major barrier to innovation in many countries.

More recent, moves towards secondary school reorganization appear, apart from Denmark, have precipitated in the 1970s issues which, in Britain, became more apparent in the 1960s.

Mixed ability teaching and the

resources room at Stantonbury Campus.

Alas, fairy godmother is a role we must disavow. There is no magic of free materials at the end of our particular rainbow, although we are always pleased to provide advice on acquisition of information. But we do have an extensive collection of resources on Africa and Asia suitable for classroom use and on them or just browsed through service, willing to advise on suitable topics and materials for various age groups.

It is quite evident that there is still much basic ignorance about what contemporary Africa and Asia are really like. The persistence of dated stereotypes and an implicit condescension towards the cultures of Africa and Asia are clear enough from many of the requests you receive.

Preoccupation with the apparently exotic or bizarre cannot lead to a realistic and balanced understanding of cultures other than our own.

Misconceptions are, however, less easily eliminated than mismanagement. Many teachers seem to leave to the last moment to write for following cri-de-coeur:

"Could you please send me a wallet of information about the culture and history of India. I am a student teacher, and would like this information for a project on India in school. If possible could you also send me some information on the old customs of Indians and their

TALKBACK

relationship between school and community are two examples. In other areas, pupil participation and styles of examining for example, countries other than Britain appear to have achieved a great deal.

The strategy developed, therefore, in the association is to link schools and teachers in discussion of particular issues. Readers of this TIES may remember reports a couple of years ago of Per Dallis's proposals to do just this, in developing an IMTEC network. To date no such network has emerged, primarily because of problems over central funding.

In IADAS each school is responsible for raising sufficient funds to cover the costs involved. So far, all very hard in mouth. Too often perhaps, those able to participate in the discussions of international problems are those who have been some time away from the day-to-day reality of the school and classroom. There does seem to be a valuable additional role for preceding teachers, as well as officials and administrators, in these forums.

IADAS has accomplished a first task in setting up and strengthening a network of schools. Out of this has come a wealth of information. Last year I spent some time in the United States discussing the progress of the European group with our American counterparts. It was interesting to note their surprise at how far you can go without government or trust funding.

The next stage will involve a programme to disseminate more widely the work of the group. This is more significant than judging by the many enquiries we have received, there is considerable interest in the organization. It is hoped that will appear in the next two years, and there are plans for extending the Resource Bank in Utrecht.

There has been an approach from many schools to join IADAS, and it is possible shortly to establish a parallel network. If the help can be sustained, the future seems encouraging.

Bob Moon is Deputy Head Teacher, Stantonbury Campus, Milton Keynes.

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School sponsors

Charles Weston

In the Primary sector there are a wide range of possible school-industry links, which are rarely exploited by either the school or industry.

Some 20 years ago at our school, such links were forged by the recently retired head teacher. He felt that the industrial heritages of the town provided many educational opportunities which could be used to good effect in school.

He established a conventional four-house system, with every child being attached to one of the four houses on entering the school. The children participate in healthy competition to go to House Points for good work and conduct, and various inter-house competitions and sports are held through the school year.

What distinguishes Elton's system from those in other schools is that the houses are named after four nearby manufacturing companies. The house "sponsors" companies were not selected at random, but chosen to represent the four traditional industries of the town, engineering, papermaking, cotton spinning and woollen textiles.

This links have remained, as have three of the original sponsor companies; the decline of cotton spinning in the 1960s forced the nearby cotton mill to close. But a local rescue fund came to the aid of the rescue fund house sponsor.

The benefits have been considerable. They have made the children more aware of the importance of industry in their urban environment, and have enabled them, from an early age, to appreciate the inter-

Anyone for Africa?

Richard Tames

Dear Sir, Do you know of any books on Africa? You just? No. We really do receive letters from teachers that say quite boldly: "Do you know of any books on Africa?" Well, yes, we do—several tons of thousands of them. And even if we add the very important qualification that they are suitable for children, there are still more than a few hundreds to choose from.

Each year the Resource Centre of the Examinations Division of the School of Oriental and African Studies receives hundreds of enquiries from teachers. Most relate to proposed projects of various kinds. Quite a few hopefuls write asking for "books, posters, slides, etc."

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Richard Tames is Deputy Organiser, Extra-Mural Studies Division, School of Oriental and African Studies, University of London.

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It has dispelled the myth of the nature of industrial processes cannot be explained in simple terms to young children. Much of the environmental studies work in schools has been concerned with the links between the local factories and the local schools.

The links have been strengthened over the years by a number of activities.

Organization of an annual Industry Week. This has representatives of the four houses to go to other companies and come into school, mount displays of their products and talk to the children about the work done in factories.

Leisure-writing activities. The older children write to their parents on pushing on news and information about school activities.

Visits to the factories. These are small groups of pupils, not always easy to arrange because of insurance difficulties, but visits have been made to a number of factories.

Financial assistance. In kind. All of the four sponsor companies appear to be their links with Elton Junior School, and are more generous than assistance which they give to other schools.

Such assistance has been in various forms, including the donation of prizes for school activities, the loss of supplies, equipment (e.g. "props" for school play) and the provision of surplus waste material (e.g. lengths of woollen material) for use in school projects.

The school board makes certain stipulations: the schools must take children from the entire San Francisco Unified School District, rather than only from the local catchment area—and they must observe the ruling on racial intake that there should be no more than ten per cent of any one ethnic group. Otherwise the schools have a remarkably free hand in deciding on the day of receipt, which is always possible when we have to seek specialist advice.

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School on the hill

Julia Hagedorn visits an American alternative school where the curriculum is largely decided by the parents

It was the silence we noticed first as the 90 children under 11 who attend New Traditions Alternative school in San Francisco settled into another day.

There are 10 alternative elementary schools in San Francisco, ranging from the extremely traditional to the openly progressive. New Traditions is one of the progress-

The schools' origins go back to the early 1970s, when a group of parents decided they wanted a more fluid educational structure for their children than the still remained within the public (maintained) system. It says something about parent power in the United States that this pressure group succeeded in a state which, educationally, is as conventional as California.

The school board makes certain stipulations: the schools must take children from the entire San Francisco Unified School District, rather than only from the local catchment area—and they must observe the ruling on racial intake that there should be no more than ten per cent of any one ethnic group. Otherwise the schools have a remarkably free hand in deciding on the day of receipt, which is always possible when we have to seek specialist advice.

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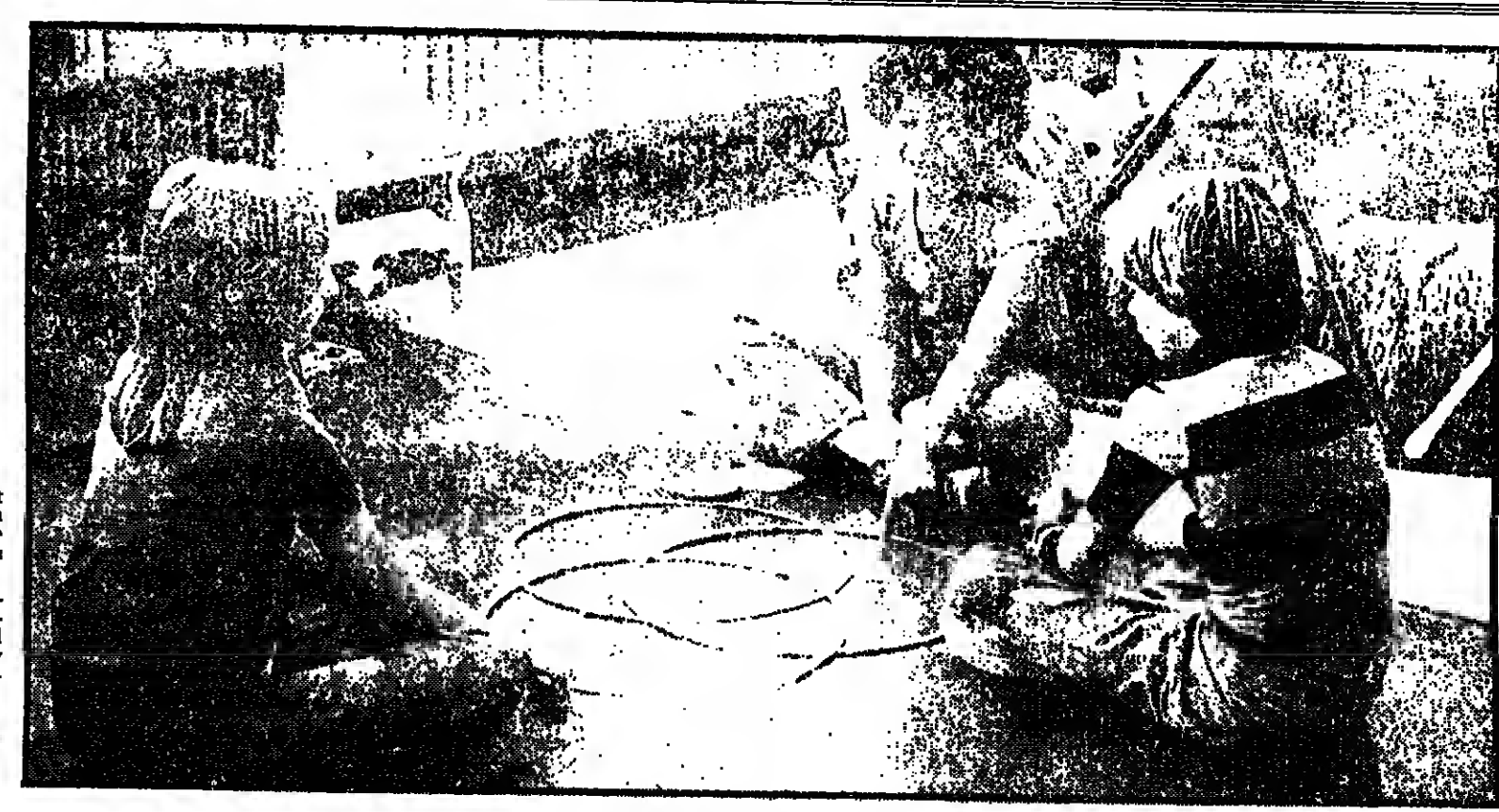
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Francisco from the school's rooftop terrace.

As well as the silence, we soon began to notice other things which set this school apart. There was an unusual sense of purpose about the children as they moved around the school, either singly or hand in hand.

Small groups sat on the floor, speaking in low voices, and, watching them, it became evident that they were teaching one another. There were no desks or chairs and groups were fluid. They broke up and came together with other children in different rooms.

On the rooftop terrace the school was one of the quietest. The children and she explained the school day to us. There are no classrooms as such, but only rooms where different activities such as music or reading take place. The children are put into groups which change from day to day and lesson to lesson.

They find out their groups for the day at the first meeting at 9.15. By then they've already had 15 minutes to settle in, and look over some of their individual work from the day before. During work periods from 9.45 to 10.30, 10.45 to 11.30 and 1.45 to 3.00, reading, writing, mathematics, science and art take place, with the children moving into the room

ambience and peculiar atmosphere of the place which broke those tiny, but gigantic, women with love and hate, and nearly broke Charlotte's heart.

"On the Rue Isabelle?" We must be there; but all we could see was a vast, open vista of motor-traffic and traffic, the carrefour of Europe, spaghetti-junctions and traffic lights for the thundering traffic of the EEC.

An antique-shop stood on the front-line of this modern chaos. We entered and found, behind reassuringly old and massive Flemish chests, an efficient-looking lady busy with accounts. Yes, she finally said obligingly, she had heard of the Rue Isabelle—but not recently.

"Like so much else here, it may no longer exist, I'm afraid. But I think it might be called the 'Rue Infante', and you will find it at the back of the Madeleine." Full of thanks we took our lives in our hands, and dodged the traffic of the political race, but worst drivers in Europe.

Memory had awakened: the Rue Isabelle had been thus named after the Infante Isabelle, the Spanish "Governess of the Netherlands", who had given this ground to her groom of bowmen on which to practice their craft. Had not Charlotte renamed it "Rue Foelette" in her book, meaning that it ran in the ditch by the ancient walls of the city? So her full title had been restored with true Belgian politeness. But "ou est la Rue Infante Isabelle?"

Over there, she pointed in the

On one of the islands in the midst of this madness, there was a group of taxmen, chatting and smoking in the midday cuisine. Taxmen are the judges of this modern world; they know everything! When appealed to they took our question on a grand air.

They discussed it volubly together; they drew maps on the shining bonnets of their Mercedes-Benz cars, and excitement mounted.

"We know of no Isabelle." Perhaps we had mistaken the lady's name? Perhaps we meant the Avenue Louise? or the Rue Victor? There were endless possibilities; perhaps we were only mad Englishwomen "out in the middle sun?" I remembered the story of a friend who asked for the *Pensées* of *Dead Infante*, and ended up with Mahlers' Songs on the death of little children.

Foolishly, we mentioned a school. "We have hundreds," they said modestly. "But this no longer exists, except in a famous book." Clearly, they shrug their shoulders, we were mad. "There is a school," one finally said, "over there on the Mont des Arts."

There was a shining sort of oasis, with trees and water, topped by a log-brood flight of shining marble steps.

"Steps!" Were these Charlotte's ancient steps, transformed, like so much else here, into something rich and strange? Perhaps, when mounted, they might open as to streets as yet unseen? But my companion was now sceptical.

"Over there," she pointed in the

appropriate for the group or individual work they are about to do. The child showing a sense of responsibility in his or her group work.

Much of the teaching in these groups is done by the older ones acting as models for the younger ones. It's all very orderly, with hands going up to answer questions even in a group of three.

Teaching methods are unexpected. We watched a group using sections of apples in a understanding fractions, and Cuisenaire rods were being made into a clock for those learning to tell the time.

Other periods include outdoor activities on the rooftop terrace—music, Tai-Chi, and animal care. Animal reports are given at the first meeting of the day; animal care is important at the school. The children share their terrace with Collette the rabbit, and two turtles well into their twenties. There are also plans to build a solar system weather reports being part of the science activities.

Much of this organization is made possible by the pupil teacher ratio: one to 13. This is very favourable but, as the head, Francis Rodgers, points out, the school does not need to call on the services of psychologists, therapists or remedial teachers.

Francis Rodgers says that every parent should expect this quality of education from a public school, and she has shown: "People seem to think it is more of a challenge to find a school that is failing and put money in it, rather than support a school that is obviously succeeding."

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Lancashire

County Council

EDUCATION COMMITTEE

Closing Date: 14th January, 1980.

Secondary Schools — Forms/further details from end returnable to the Headteacher at the school. S.A.E., please.

HEADS OF DEPARTMENT

CHORLEY HOLY CROSS R.C. HIGH (1,172) Mixed
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1st May, 1980.

SCIENCE.
Experienced Physics Teacher.
Scale 4.

NORDEN COUNTY HIGH SCHOOL (950 mixed comprehensive 11-16)
Glenburn Road, Nishton, Blackburn
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SCIENCE. To C.S.E./G.C.E. 'O' levels in Biology, Human Biology, Chemistry and Physics. (Five laboratories.)
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SKELMERSDALE ST. RICHARD'S R.C. HIGH (700 mixed)
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As soon as possible.
R.E.

HYNDSDOWN MOUNT CARMEL R.C. HIGH SCHOOL (1,239)
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BIOLOGY.

BURNLEY WALSHAW HIGH SCHOOL (920 Girls 11-16)
Eastern Avenue
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Physics to C.S.E./G.C.E. 'O' level.

COLNE: PRIMET HIGH SCHOOL (880 mixed)
Dent Street
Two posts
1st May, 1980, or earlier.
1. REMEDIAL.
2. BIOLOGY.

SCALE 1 POSTS

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Ashton Road, Laneshaw
1st September, 1980.
German and French. Opportunity to develop German. Re-advertisement.

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Broadway, Rossell, Fiskelwood
As soon as possible.
Maths/Physics.

CLITHEROE RIBBLESDALE COUNTY SECONDARY (1,200)
Queens Road
1st May, 1980.
Physics and/or Junior/Middle Science.

ST. THOMAS' THE APOSTLE R.C. HIGH SCHOOL (1,172 Mixed)
Glenburn Road, Skelmersdale
1st May, 1980, or as soon as possible.
General Science.

CHORLEY HOLY CROSS R.C. HIGH (1,172 Mixed)
Burgh Lane
1st May, 1980.
Science.

SECONDARY

Religious Education

Heads of Department

CUMBERLAND

ST. MARY'S SCHOOL
St. Mary's, Cumbria
1st May, 1980.
Religious Education to C.S.E. level.
Candidates should have a strong interest in the subject and be able to teach to the level of the syllabus.

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Technical Studies

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BEDFORDSHIRE

NORTHERN AREA

JOHN HOWARD HIGH SCHOOL

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Headmistress: Mrs. H. H. H. H.

Head of Department: Mr. H. H. H. H.

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INDEPENDENT
SCHOOLS

Other Assistants

HAMPSHIRE
Independent schools in Hampshire are seeking experienced teachers for their primary and secondary schools. Applications should be sent to the Hampshire Education Authority, 100, High Street, Winchester, SO9 1AA.

LONDON
Independent schools in London are seeking experienced teachers for their primary and secondary schools. Applications should be sent to the London Education Authority, 100, High Street, London, EC4A 3DF.

MANCHESTER
Independent schools in Manchester are seeking experienced teachers for their primary and secondary schools. Applications should be sent to the Manchester Education Authority, 100, High Street, Manchester, M2 1AA.

NEWCASTLE
Independent schools in Newcastle are seeking experienced teachers for their primary and secondary schools. Applications should be sent to the Newcastle Education Authority, 100, High Street, Newcastle, NE1 1AA.

NOTTINGHAM
Independent schools in Nottingham are seeking experienced teachers for their primary and secondary schools. Applications should be sent to the Nottingham Education Authority, 100, High Street, Nottingham, NG1 1AA.

OXFORD
Independent schools in Oxford are seeking experienced teachers for their primary and secondary schools. Applications should be sent to the Oxford Education Authority, 100, High Street, Oxford, OX1 1AA.

READING
Independent schools in Reading are seeking experienced teachers for their primary and secondary schools. Applications should be sent to the Reading Education Authority, 100, High Street, Reading, RG1 1AA.

SHEFFIELD
Independent schools in Sheffield are seeking experienced teachers for their primary and secondary schools. Applications should be sent to the Sheffield Education Authority, 100, High Street, Sheffield, S1 1AA.

STURKE
Independent schools in Sturke are seeking experienced teachers for their primary and secondary schools. Applications should be sent to the Sturke Education Authority, 100, High Street, Sturke, ST1 1AA.

WILTSHIRE
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The TES goes to work.

The TES now provides on its "School to Work" page each week, specialist news coverage of the developing - and controversial - relationship between education and industry and the transition from school to work.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

TES - The weekly for news about education at all levels - including vocational training.

From newsagents on Fridays

THE TIMES
Educational Supplement

SCOTTISH APPOINTMENTS

Applications for posts in state or grant-aided primary or secondary schools must satisfy the registration requirements of the General Teaching Council for Scotland, 5 Royal Terrace, Edinburgh.

Youth and Community Service

GRANTHAM REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
COMMUNITY EDUCATION
SERVICES

TECHNICAL EDUCATION
A SUBJECT CO-ORDINATOR
The Technical Education Department is seeking a Subject Co-ordinator for the newly established Technical Education Department. The post is based at the Technical Education Department, 100, High Street, Grantham, LE15 1AA.

Central Regional Council

EDUCATION DEPARTMENT

Teacher of French/German

Denny High School (Tel. Denny 823124)

Teacher of French

Greene High School, Falkirk (Tel. Falkirk 22576)

Further details are available from the Records of the Schools.

Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, to whom they should be returned as soon as possible.

SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION SCHOOL BASED ASSESSMENT PROGRAMME Part Time Technical Officer

A vacancy exists for a Technical Officer to work as a member of a team which is carrying out a programme of research in assessment. The duties involved will be varied and include data preparation and analysis/design of tests and the whole range of tasks involved in the support of a busy programme.

The successful applicant will therefore be adaptable and innovative. She/he may well have had experience as a teacher and will preferably be reasonably numerate and have design skills. Hours and periods of work will be negotiable in the interests of both parties. The appointment, which is from January, 1980, will run for 22 months on approximately 15-hour basis. The salary scale for full-time appointments runs from £3,750 to £5,700, with placement for appropriate qualifications.

Further information and application forms may be obtained from the Administrative Officer, Scottish Council for Research in Education, 16 Murray Place, Edinburgh, to whom application should be lodged by 23rd January 1980.

Make your announcements through the TES personal columns contact our classified advertisement dept on 01.8371234.

Colleges of Further Education

Heads of Department

LINCOLNSHIRE
GRANTHAM COLLEGE FOR FURTHER EDUCATION
Grantham, Lincolnshire

HEAD OF DEPARTMENT OF COMMUNICATIONS
Applications are invited for the post of Head of Department of Communications. The post is based at the College, Grantham, Lincolnshire. The successful candidate will be responsible for the day-to-day running of the Department and will report to the Principal.

HEAD OF DEPARTMENT OF DESIGN
Applications are invited for the post of Head of Department of Design. The post is based at the College, Grantham, Lincolnshire. The successful candidate will be responsible for the day-to-day running of the Department and will report to the Principal.

HEAD OF DEPARTMENT OF ELECTRONICS
Applications are invited for the post of Head of Department of Electronics. The post is based at the College, Grantham, Lincolnshire. The successful candidate will be responsible for the day-to-day running of the Department and will report to the Principal.

HEAD OF DEPARTMENT OF MECHANICAL ENGINEERING
Applications are invited for the post of Head of Department of Mechanical Engineering. The post is based at the College, Grantham, Lincolnshire. The successful candidate will be responsible for the day-to-day running of the Department and will report to the Principal.

HEAD OF DEPARTMENT OF METALLURGY
Applications are invited for the post of Head of Department of Metallurgy. The post is based at the College, Grantham, Lincolnshire. The successful candidate will be responsible for the day-to-day running of the Department and will report to the Principal.

HEAD OF DEPARTMENT OF WELDING
Applications are invited for the post of Head of Department of Welding. The post is based at the College, Grantham, Lincolnshire. The successful candidate will be responsible for the day-to-day running of the Department and will report to the Principal.

HEAD OF DEPARTMENT OF YOUNG PEOPLE'S DEPARTMENT
Applications are invited for the post of Head of Department of Young People's Department. The post is based at the College, Grantham, Lincolnshire. The successful candidate will be responsible for the day-to-day running of the Department and will report to the Principal.

HEAD OF DEPARTMENT OF ZEPHYRUS
Applications are invited for the post of Head of Department of Zephyrus. The post is based at the College, Grantham, Lincolnshire. The successful candidate will be responsible for the day-to-day running of the Department and will report to the Principal.

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ROYAL BOROUGH OF KINGSTON-UPON-THAMES

KINGSTON COLLEGE OF FURTHER EDUCATION

PRINCIPAL (GROUP 7)

Applications are invited from persons with appropriate qualifications and experience at a senior level in Further Education for the Post of Principal of the Kingston College of Further Education, which falls vacant on 1st September 1980, following the retirement of the present Principal. The College runs a wide range of courses for the 16-19 age group.

Application forms and further details obtainable on written request from: The Clerk to the Governors, Kingston College of Further Education, Kingston Hall Road, Kingston-upon-Thames KT1 2AQ. Completed applications must be submitted by 11th January 1980.

SHEFFIELD EDUCATION

STANNINGTON COLLEGE—SHEFFIELD

Myers Grove Lane
Sheffield S6 5JL

DEPARTMENT OF FABRICATION, WELDING AND AUTOMOBILE ENGINEERING

Required as soon as possible:

Lecturer Grade II in Fabrication and Welding Subjects

To teach on T.E.C. Ordinary and Higher Certificate Programmes and relevant Craft Studies Courses to Part III level. Candidates should have appropriate teaching and industrial experience, be teacher trained and hold relevant qualifications.

Lecturer Grade I in Vehicle Body Subjects

To teach on Vehicle Body Craft Studies and Integrated Courses and to offer Fabrication and/or Welding Subjects in relevant Craft Studies Courses. Candidates should preferably be teacher trained and have appropriate industrial experience and relevant qualifications.

DEPARTMENT OF GENERAL STUDIES AND MANAGEMENT

Required as soon as possible:

Lecturer Grade I in Management Services

This post is primarily concerned with the teaching of Management Services techniques at I.M.S. Certificate and Diploma level. Candidates should preferably be members of the Institute of Management Services or be eligible for membership.

SALARY SCALES: L1 £3,480 to £5,892

L2 £4,470 to £7,149

Further particulars and application forms may be obtained from the Chief Administrative Officer (Ref. JM) on receipt of a stamped addressed envelope. Closing date—14 days after the appearance of this advertisement.

Please state for which post you are applying.

Fit The THES on Your Schedule

The Times Higher Education Supplement puts you in touch with higher education. Find out how cheap it is to reach the higher education market—call our advertisement department on 01-837 1234.

THE TIMES Higher Education Supplement

CORNWALL

Education Department

ASSISTANT EDUCATION OFFICER

(Further Education)

P02 (B/C) plus two increments (£8,112 to £9,930)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

Kirklees Metropolitan Council

DEWISBURY AND BATLEY TECHNICAL AND ART COLLEGE

APPOINTMENT OF REGISTRAR

AP. IV £4644-£5067

Applications are invited for the above key post in the College administration. The successful applicant will be deputy to the Chief Administrative Officer and be responsible for the day to day management of the central office unit which includes the main functions of Examinations, Finance, Student Records and Statistics. Previous administrative experience in either Further/Higher education or other sections of the educational service will be preferred but applications from candidates with good qualifications (e.g. DMS, HNC, CISA) or with proved capability in office management are also invited.

Application forms and further particulars obtainable from the Chief Administrative Officer, Dewsbury and Batley Technical and Art College, Halifax Road, Dewsbury, West Yorks, WF13 2AS (please send foolscap S.A.E.) in be returned so as to be received within 14 days from the appearance of this advertisement.

AIR ACADEMY INSTRUCTORS

This is your opportunity to make the most of your academic qualifications and practical experience. Your opportunity to earn a high tax-free salary and assured annual increments, backed by free accommodation and food and other benefits, including generous travel-paid home leave. Your opportunity to make your qualifications and skill really appreciated by becoming a member of our staff at the King Fahd Air Academy at Riyadh and training Royal Saudi Air Force personnel in the future in one of the following appointments:

- Navigation Instructor**
This is the opportunity if you have had at least eight years' experience as a Navigator in the RAF and two years' instructional experience as a Staff Navigator.
- Aero Engine Instructor**
This is the opportunity for a BSc in Mechanical/Aeronautical Engineering with at least one years' teaching experience or HNC/HND in Aeronautical Engineering with at least three years' teaching experience.
- Electronics Instructor**
This is the opportunity for a BSc in Electrical Engineering or Electronics with three years' teaching experience.

This is your opportunity to use your academic training as...
an Air Academy Instructor in Saudi Arabia with...

Apply in writing (NO STAMP NEEDED) or telephone Preston 634317.

BRITISH AEROSPACE

The Personnel Officer, Saudi Arabia Support Dept., 075/TES
British Aerospace Aircraft Group,
Warton Division, Warton Aerodrome, Preston, Lancs. PR4 1LA

YOUTH AND COMMUNITY SERVICE

LANCAIRE

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

SHROPSHIRE

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

PHILIPPINES

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

GERMANY

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

ITALY

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

SPAIN

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

FRANCE

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

SINGAPORE

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

NET

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

ARGENTINA

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

LONDON

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

BRITISH GRADUATES

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

An application form and further details may be obtained from the Secretary for Education, County Hall, Truro, TR1 3AA, upon receipt of a stamped addressed envelope. Closing date for applications: January 19, 1980.

SMALL

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

Applicants for this post, which is based at County Hall, Truro, should have a degree and have had good teaching and administrative experience with a Local Education Authority.

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TEACHERS

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
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Administration

Local Education Authority

DUNCASTER

YOUTH AND COMMUNITY SERVICE
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HERTFORDSHIRE

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LONDON

UNIVERSITY OF GLoucester

DEPARTMENT OF EDUCATION

APPLICANTS

YOUTH AND COMMUNITY SERVICE
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CITY OF SALFORD

EDUCATION DEPARTMENT

SPECIALIST CAREERS OFFICER

(2 posts) Reference 7267/TES
AP.5 £5,220 to £5,547 per annum

The persons appointed will be responsible for all aspects of the development and organisation of careers guidance in relation to young people beyond school leaving age, e.g., students at local sixth form colleges, colleges of further education, young people in employment and those unemployed or placed on the Youth Opportunities Programme.

Applicants should preferably be graduates who hold an appropriate careers service qualification and have recent experience in a careers service. Further particulars are available on application. Application forms may be obtained from the Personnel Manager, Salford Civic Centre, Salford, Manchester M27 2BN. Tel: 091 703 3158. Closing date: 18th January.

DIocese of St. Albans

Applications are invited for the post of

ADULT/EDUCATION OFFICER

This is a new appointment to take effect on 1 September, 1980, or earlier by agreement. Applicants may be ordained or lay, male or female, communicant members of the Church of England.

The Officer will be responsible to the Diocesan Board of Ministry and Training and will be expected to work closely with other members of the Diocesan Training Team.

The salary will be at the Barnham Scale (Further Education), Lecturer 2 (£4,470-£7,129 p.a.).

For further details apply to The Secretary, Diocese of St. Albans, Ministry and Training, Holywell Lodge, 41 Holywell Hill, St. Albans, Herts. Tel: St. Albans 54532. Last date for applications to be received: 28 January, 1980.

EAST ANGLIAN EXAMINATIONS BOARD

(for the Certificate of Secondary Education)

ASSISTANT EXAMINERS

The Board invites applications for appointment as ASSISTANT EXAMINERS in the undetermined Mode 1 Subjects. These include: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, Design, Physical Education, and Sports. Candidates should be graduates or holders of a relevant degree or diploma and have recent experience in a relevant field. Applications should be sent to the Secretary, East Anglian Examinations Board, 100 Victoria Road, Ipswich, Suffolk IP1 3LJ. Closing date: 18 January 1980.

RESEARCH ASSISTANT

£5,000 p.a.

As a recently qualified teacher in a numerals discipline the training you have received would suit you ideally to the post at our Head Office based at Cleckheaton near Bradford in Yorkshire.

We are the country's leading Auto Accessory Wholesale Company with Branches throughout the United Kingdom. We are expanding rapidly and need a person with investigative and communication skills to provide a research service in the Purchasing/Marketing environment.

Applicants in writing describing yourself and your career history should be sent to:—

Dave Bruce,
Personnel Officer,
Maceless Limited,
Second Floor,
Central Arcade,
Cleckheaton,
West Yorkshire,
BD19 5DN

ADMINISTRATION

Local Education Authority

QUALIFYING CAREERS ADVISOR

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
(Further Education)

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CHESHIRE

EDUCATION DEPARTMENT

QUALIFYING CAREERS ADVISOR

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Gwent County Council

Education Department

TEMPORARY SOCIAL WORKER

School Psychological Service
(Child, Adolescent and Family Psychiatry)

Salary: N.J.C. Social Worker Scale 1/2, 14,060-15,382. Qualification but at £5,067.

Temporary qualified Social Worker required under a five-year Urban Aid Scheme to work in East Newport and adjacent areas of Carmarthen, Llanmerris and Caerleon. The successful candidate will be a member of an established team working closely with the Consultant Psychiatrist and Senior Educational Psychologist.

There will be the opportunity to take part in varied and challenging work with children, young people, families and schools with special educational needs within the area.

Possession of current driving licence and a vehicle is necessary. Appropriate car user allowances will be paid. Closing date: 14th January, 1980.

Application forms and further information for the above appointment in the Education Department may be obtained from the Director of Education, Gwent County Council, County Hall, Gwent, NP23 2XJ, to be returned to the same address by the time shown.

R.U.C. EXTERNAL SERVICES

RADIO PRODUCER

£6,385-£8,405 p.a.*

RADIO PRODUCER of programmes to teach English to a worldwide audience of overseas listeners. One of a team of seven producers working to the Programme Organiser, English by Radio, on production of programmes for learners at all levels, on English for special purposes and on literature. Will include writing and developing ideas for new English by Radio programmes, finding suitable writers and specialist advisers, script-writing, casting and a wide range of studio production.

Qualifications in and experience of teaching English as a foreign language, preferably overseas essential. Some experience of broadcasting on radio or television a good knowledge of some foreign languages an advantage.

Above all, the post needs a real concern for teaching, an open mind on methodology and the creative skill and energy needed to turn bright ideas into lively, polished and pedagogically effective English by Radio programmes. Based in Central London. Relocation expenses considered.

Sitting salary according to qualifications and experience.

*Plus unconditional allowances of £351 p.a.

Contact us immediately for application form (quote reference no. 1863/TES and enclose S.A.E.): BBC Applications, London W1A 1AA. Tel. 01-580 4668. Ext. 4519.

DEVON

YOUTH AND COMMUNITY SERVICE
ASSISTANT EDUCATION OFFICER
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